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ABSTRACT

A project developed four one-credit courses for post high school students to encourage their active participation in Distributive Education Clubs of America (DECA). Designed as electives to meet one hour per week for a semester in the classroom and one hour in the laboratory, the courses were designed to be adapted for use with other vocational education student organizations. The courses developed are leadership, professional interaction, career development, and community awareness. The curriculums were reviewed and evaluated at a two-day workshop and are included in the document. For each course, a specific topic is selected for each session. Objectives and activities for the session are listed, along with informational materials and suggested forms where appropriate. (RG)

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ED134747

FINAL REPORT
Project No. 11-039-151-316

# Course Development - DECA

June 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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VT-103-473

CE 009 608

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
MADISON, WISCONSIN

## ACKNOWLEDGMENTS

This project was made possible through the Wisconsin Board of Vocational, Technical and Adult Education. Without the Board's support and approval it is unlikely that the project could have been developed.

Many people should be given credit for making the project a success. Vern Swenson played a major role in providing expertise and encouragement during the formative stages of the project. Vern was helpful in selecting the consultants that had the expertise necessary to conduct the workshop.

Recognition is also extended to all of the consultants that provided input into this curriculum through the two day workshop at Lakeshore Technical Institute. They provided many new ideas into the material that was previously developed by the project director

Special recognition also is extended to Lois Thuemmler for her input into the curriculum. Lois worked with the project director in developing ideas and was also the typist for the entire project.

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# CHAPTER I

## SUMMARY

### RATIONALE

Unfortunately, the number of students at the post-high school level taking advantage of joining one of the vocational student organizations reflects a relatively small percent of the eligible students. Several factors may account for the lack of membership. The student organization is elective, non-credit and some students find the club activity difficult in which to identify. According to the September/October 1975 VTAE Journal, the 1974-75 membership in DECA, OEA, WAHO and VICA in Wisconsin VTAE system totals 2,227. Wisconsin VTAE 1974-75 FTE student enrollment in the post-high school training was 41,930. These figures are evidence of the need for students to make use of the student organizations. The ultimate objective of this study is to develop four courses that will stimulate post-high students to become active and participate in various leadership rolls in DECA.

## PROBLEM

Students that graduate from the distributive education programs in the VTAE schools are expected to have leadership qualities upon employment. When an employer makes an investment in their career, the employer expects our graduates to be able to function with other people and be able to work in formal and informal settings. Experience has proven that the most successful method to train the students to be competent in these areas is through student organization as indicated in the 7th Annual Report of the National Advisory Council on Vocational Education November 15, 1972. This report states that, "Vocational student organizations have supplies their members with the incentives and guidance which we recognize now as essential to bringing relevance to education, and which we accept as an integral part of the emerging career education concept." The report continues to state that, "We believe that vocational student organizations are a neglected resource which can make great contributions toward expanding the options available to our nation's student body."

The VTAE Journal, September/October 1975 contributes a full page concerning the student organizations. This article cites a recent meetnig of the Wisconsin Board of Vocational, Technical and Adult Education which they passed a policy concerning student organizations. It stated "The WBVTAE encouraged the organization and administration of student organizations as a part of the instructional program of the respective occupational areas."

Journals, letters, position papers, and articles all across the nation today are making similar statements in regard to the need for more attention and support for student organizations becoming an integral part of the education program.

## OBJECTIVES

This project has been designed to give DECA a firm position in the total curriculum through the development of four one-credit courses to facilitate and augment a more systematic learning process. Although this project will involve only the distributive education program, the four courses will be designed so that the other vocational education student organizations (VICA, OEA, WAHO AND WHE) may use with equal effectiveness and with only slight change of the course outlines.

The four one-credit courses that were developed were designed to be elective and would meet one hour per week for a semester in the classroom and one hour per week in the laboratory (club activity).

The objectives of this project as previously stated was to develop four courses for the post-high school students so that more students may take advantage of a active membership in DECA. The students will also be better educated to function in community and professional organizations upon graduation.

# CHAPTER II

# METHODOLOGY

## RESEARCH

The project director began researching all of the information on student organizations that is in print at the present time. A letter was also sent to all DECA advisors in Wisconsin requesting any information that they have in regard to the development of student organization course for credit. The information gathered became beneficial in writing the course outline for the four courses to be developed.

A comprehensive report including course outlines, objectives, suggested activities, and supplementary materials was complied by the project director.

## WORKSHOP PROGRAM

A workshop was conducted on June 23 and 24, 1976 at Lakeshore Technical Institute. The purpose of the workshop was tp reveiw the curriculum developed by the project director and add, delete or correct the material developed. The objective of the workshop was accomplished and became a very productive meeting. Many new suggested activities were added to the material. The workshop participants were selected because of their interest and expertise in student organization.

All of the student organizations were represented by one or more of the consultants. The following is a list of the participants:

| | |
|---|---|
| 1. Vernon Swenson | Wisconsin Board of Vocational Technical and Adult Education |
| 2. Ellen Davis | WBVTAE |
| 3. Jean Carlson | Wisconsin Indianhead Technical Institute |
| 4. Robert Cameron | University of Wisconsin-Stout |
| 5. Ruth Smith | Mid State Technical Institute |
| 6. Dorothy Goodmen | Gateway Technical Institute |
| 7. Jim Ferries | Lakeshore Technical Institute |
| 8. Bill Marotz | Lakeshore Technical Institute |
| 9. Henry Michael | Western Wisconsin Technical Institute |
| 10. Torval Hendrickson | Western Wisconsin Technical Institute |
| 11. Lois Thuemmler | Lakeshore Technical Institute (Alumni DECA Member) |
| 12. Larry Doyle | Lakeshore Technical Institute |

An evaluation form was used to determine the effectiveness of the workshop. The form used and the results of the evaluation are enclosed in the appendix.

# CHAPTER III

## CONCLUSION AND RECOMMENDATIONS

### CONCLUSION

The "Course Development-DECA" project was involved in the writing of course outlines, objectives, suggested activities, and supplementary materials for four one-credit elective courses. The courses that were developed are 1.) Leadership, 2.) Professional Interaction, 3.) Career Development, 4.) Community Awareness.

The four courses were written specifically for students involved in DECA, but with minor changes the material can be used for all organizations.

The materials that were developed will be tested at Lakeshore Technical Institute this year. The courses at this time will be tested with DECA members that elect to take the courses for credit.

### RECOMMENDATIONS

It is felt by the project director as well as the participants in the workhsop that the material that has been developed is sufficient to begin the courses. It is also strongly felt that this project should continue into another phase for the 1976-77 fiscal year.

It will be notes in the appendiz that one of the questions in the workshop evaluation form was in regard to whether or not there should be another phase to the project. All respondents answered this question yes. The question continued to ask what should be included in the next phase. In summary the respondents amd project director feel that there should be additional finding to accomplish the following:

1. The project director should keep accurate records diring the year while teaching the course as to the activities and objectives that were successful and the ones that need more work.
2. The project director, with the assistance of the workshop participants should continue to search for more supplementary materials to include in the package.
3. Incorporate other organization resource materials into the course-presently is heavy on DECA materials.
4. Conduct a workshop next summer with the same participants to evaluate the courses as ther were tested in the classroom and update the materials.
5. Prepare a presentation for all advisors for all student organizations.

6. Conduct a workshop for all advisors for all student organizations to train the advisor on how the four courses can be implemented in the classroom.

# APPENDIX

LAKESHORE Technical Institute

LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

1290 NORTH AVENUE PHONE (414) 693-8211
CLEVELAND, WISCONSIN - 53015

Frederick J. Nierode
District Director

May 20, 1976

Dr. James Covey
District Director
Wisconsin Indianhead VTAE District
Box B
Shell Lake, WI 54871

Dear Dr. Covey:

In cooperation with the State VTAE Office, Lakeshore Technical Institute will be sponsoring a two-day invitational workshop this summer. The purpose of this workshop is to further develop course outlines for courses relating to student organizations. This workshop will be held at Lakeshore Technical Institute-Cleveland on June 23 and 24, 1976.

It is the objective of this workshop to give student organizations a firm position in the total curriculum through the development of four one-credit courses which will facilitate and augment a more systematic learning process. We are interested in having a quality project upon completion; therefore, we are seeking a faculty representative from each of the student organizations (DECA, OEA, VICA, WAHO, HERO), a district supervisor, a teacher educator, and Vern Swenson from the State Office. The people selected are being invited because of their interest and expertise in their respective discipline area.

We are inviting Jean Carlson to assist us in this project. We will reimburse the participants for their travel, meals, and lodging for this workshop.

Ms. Carlson was involved in the initiation of this project one year ago, and we would appreciate his presence at this workshop so additional development can be done. Future correspondence in regard to this workshop should be sent to Larry Doyle--Workshop Chairman at Lakeshore Technical Institute, 1290 North Avenue, Cleveland, WI, 53015.

I would appreciate a response by May 28 so that I can send further information to the participants.

Sincerely,

Larry Doyle
Marketing Department

bac

LAKESHORE Technical Institute

Frederick J. Nierode
District Director

LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
1290 NORTH AVENUE PHONE (414) 693-8211
CLEVELAND, WISCONSIN - 53015

# M E M O

TO: Jean Carlson, Ruth Smith, Daniel Buretta, Bob Cameron, Dorothy Goodman, Jim Ferries, Bill Marotz, Lois Thuemmler, Vern Swenson

FROM: Larry Doyle

DATE: June 3, 1976

SUBJECT: Student Organizations Curriculum Workshop

The Student Organizations Curriculum Workshop is scheduled for June 23 & 24, 1976. You will notice on the attached agenda that we will begin our meeting at 9:00 a.m. at Lakeshore Technical Institute, Cleveland in Room C-121.

Your expenses for the workshop will be paid at the time of the workshop to include meals, lodging and travel. I have made reservations for the 22nd & 23rd at the Guest House Inn in Manitowoc for the following people: Ruth Smith, Bob Cameron, Dorothy Goodman, and Vern Swenson.

I am making arrangements for a picnic on Wednesday evening. The time and place will be announced when you arrive on Wednesday.

Please bring any materials and ideas with you in regard to activities that could be included in the curriculum that we will be working on. I am looking forward to seeing all of you on June 23rd.

## LAKESHORE TECHNICAL INSTITUTE - CLEVELAND

## STUDENT ORGANIZATIONS WORKSHOP

June 23 & 24, 1976

## AGENDA

**Wednesday**

| | |
|---|---|
| 9:00 a.m. | Introduction |
| 9:30 a.m. | Background and Need -Vernon Swenson |
| 10:00 a.m. | Experiences from Local Clubs<br>(Objectives of each organization and types of activities.) |
| 10:30 a.m. | Break |
| 10:45 a.m. | Group Discussion. . . (Read materials that have been developed) |
| 12:00 p.m. | Lunch |
| 1:00 p.m. | Sub-Committee Meetings<br>Group 1 - Career Development and Professional Interaction.<br>Group 2 - Leadership and Community Awareness. |

**Thursday**

| | |
|---|---|
| 9:00 a.m. | Sub-Committee Meetings<br>Group 1 - Leadership and Community<br>Group 2 - Career Development and Professional Interaction |
| 11:30 a.m. | Lunch |
| 12:30 p.m. | Sub Committee Reports |
| 2:00 p.m. | Wrap-up and Evaluation |
| 3:00 p.m. | Adjourn |

STUDENT ORGANIZATIONS

CURRICULUM WORKSHOP

June 23 & 24, 1976

## EVALUATION

1. Do you feel the Introduction session explains the goals of the workshop satisfactorily? Yes 8 No ____

2. Do you feel the materials prepared in advance were satisfactory to use as a guide for this workshop? Yes 8 No ____

3. Did you have an adequate opportunity to provide input into the curriculum being developed? Yes 8 No ____

4. Was this workshop a worthwhile experience for you? Yes 8 No ____

5. In your own opinion, do you feel the curriculum being developed warrants additional research beyond this fiscal year? Yes 8 No ____

6. Do you feel this project should be continued into another phase? Yes 8 No ____

   If yes, what should be included in the next phase?

COMMENTS

Future development should include a bibliography of supplemental readings, aids, audio [illegible] vusuals to supplement each 1 credit course. Eventually the three courses beyond leadership would be built up to the same extent.

Larry Doyle is commented for the fine job of preparing this 4 credits in leadership.

---

1. Workshop to analyze the problems encountered in the classroom.
2. Incorporate the other organixation resource materials, in the course.
3. Offer this course as an elective school-wide.
   Excellent job on course outline to Larry Doyle

---

We should evaluate the project after it has been taught.

Start inorporating changes as you are teaching for next year.

Develop a presestation as you are going to tell other advisors about it.

This was really great! I'm g;ad ot os becpming a reality. You have done a tremendous job!

---

Up date -- Relate actual experience to plan -- Refine -- Note problems -

---

The curriculum materials should be added to other sections and content evaluated and revised during pilot year.

Begin accumulating resourse materials for other student organizations.

Probably should share with advisors in fall meetings to help prepare for acceptance in future.

---

1. About this same time next year.
2. Lists of very specific activities, successful or unsuccessful, significant or trivial, should be included, what does not work for one school, may be a success in another.

---

May use another student organization to refine outline.
Have summer workshop to instruct advisors.

## LEADERSHIP

### COURSE OUTLINE

SESSION

1. ORIENTATION TO COURSE AND EXPLANATION OF DECA (WHAT IT CAN DO FOR YOU)

2. THE IMPORTANCE AND THE ROLE OF OFFICERS IN AN ORGANIZATION. CAMPAIGN STRATEGIES USED BY OFFICER CANDIDATES.

3. DEVELOPING A PROGRAM OF WORK IN AN ORGANIZATION.

4. WHAT IS LEADERSHIP - TYPES OF LEADERS.

5. FOLLOWSHIP ROLES - THE ART OF LISTENING.

6. COMMITTEES AND HOW THEY FUNCTION.

7. RESPONSIBILITY OF COMMITTEE MEMBERS.

8. PARLIAMENTARY PROCEDURE.

9-10. PARLIAMENTARY PRODECURE IN ACTION.

11. APPLICATION OF PARLIAMENTARY PROCEDURE.

12-13. CONSTITUTION AND BYLAWS.

14-16. CONFERENCE PLANNING AND PARTICIPATION

## LEADERSHIP

### SESSION 1

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The students will gain a knowledge of the organization. | A. Read Handout. |
| | B. Review Chapter activity manual. |
| | C. Film; DECA is for Everybody. |
| | D. Describe National Convention (use film, photo, handbook). |
| | E. Finances of course-units, field trips, costs etc. |
| | F. Brainstorming-What do you expect to get out of the course? (Small group activity). |

# HISTORY

The Distributive Education Clubs of America make up a truly "grass roots" organization. From 1937 to 1942, we find many schools organizing clubs and between 1941 and 1944, a few states held statewide meetings. With the assistance of the U.S. Office of Education a national organization was initiated at Memphis, Tennessee, in 1947. Twelve states sent delegates to this meeting. National officers were elected, a charter, constitution, and other matters necessary in starting a national organization, were settled. Today, DECA membership has grown to include 140,000 students in 50 states. The local chapters operate at both the secondary and post-secondary level.

During the 1961 AVA Convention in Kansas City, a meeting was held to discuss post-secondary participation in the 1962 National DECA Leadership Conference. The states of Kansas, Washington and Wisconsin were represented, plus members of the DECA staff.

During the discussion it was announced that the DECA Board of Trustees had established and approved criteria for post-secondary representation at the National Conference. A plan was then evolved which will allow each State Association interested in post-secondary development to assist and contribute to the growth of the Division.

The plan was unanimously approved by those in attendance and later received the "green light" from trustees at a special meeting December 8, 1961. On December 18, 1961, our State Board of Vocational and Adult Education approved the Wisconsin Distributive Education Association constitution. Shortly thereafter, WDEA Chapters were formed at Green Bay, Kenosha, Madison, Milwaukee, Oshkosh and Wausau.

On December 14, 1961, a committee of Distributive Education coordinators, Charles Christianson, Wausau; Richard Ashman, Madison; Wayne Little, Kenosha; plus state staff members, Vernon Swenson and Walter Chojnowski, discussed and agreed upon the general policies for state operations.

Wisconsin applied and received its charter from National DECA in 1962. Today, Wisconsin DECA has grown to include over 700 post-secondary students annually. Wisconsin DECA has had several national officers; numerous national competitive events winners; Spring Career Development Conferences which draw 400 students and scores of businessmen; and most of all opportunities to participate in professional, civic, leadership and social activities for thousands of Wisconsin's citizens.

# WHAT IS DECA

DECA stands for Distributive Education Clubs of America.

It is a program of activity designed for students enrolled in Distributive and Marketing Education classes.

It is organized on Local, State, and National levels to provide incentives and recognition for DE students.

It encourages group participation, leadership development, career study; and is a vital part of the total Distributive Education program.

It is a teaching device through which the instructor can enrich, enliven and enlarge the Distributive Education curriculum (the relationship of the DECA program to other phases of Distributive Education is summarized in the diagram on the following page.)

The Distributive Education Clubs of America -- otherwise known as DECA -- is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education Programs. DECA is the only National Vocational Student Organization operating in the Nation's schools to attract young people to careers in marketing and distribution.

DECA is a non-profit, non-political, non-sectarian student organization composed of voluntary members, with DE instructors acting as Advisors. DE students elect their own chapter officers and delegates who have a direct vote in their State Association of DECA and in their National program. All chapters are self-supporting, with members paying local, state and national dues.

DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students and many have no other opportunity to participate in social activities of the school or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers, and have an opportunity for state and national recognition that they would not have otherwise. The chapter is the ''show window'' for student achievement and progress, and is the public relations arm of the DE instructional program.

DECA chapters are to DE class members what a civic or professional organization is to a group of businessmen. Chapter activities are recognized as a part of the total educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual.

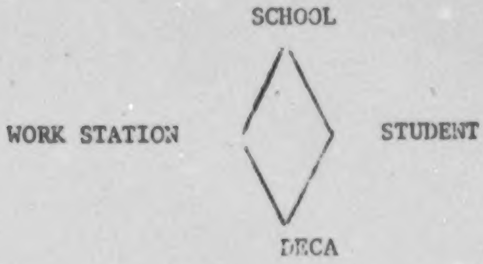
DECA chapter activities are centered in the school. These chapter activities serve the instrucor as a teaching tool by creating interest in all phases of marketing and distribution study. The majority of chapters plan activities which include social, civic, professional, and benevolent activities and adopt projects which provide for school and community betterment.

D evelops leaders in marketing, merchandising and management.

E ngenders a love for our American system of free enterprise.

C ultivates desirable work characteristics and social graces.

A ssists students in developing good leadership qualities.



# PURPOSES OF WDEA

As stated in the constitution:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of Marketing and Distributive Education through competition.
5. To encourage use of ethical practices in business.
6. To allow opportunity to appreciate and implement the obligations of citizenship.
7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution.

The purpose of the WDEA is clearly exemplified by our constitutional purpose, but often one will have difficulty drawing a direct relationship. The primary common purpose of all is learning by doing. The state association must create and implement programs which will only further the education of the distributive education student.

The Wisconsin Distributive Education Association is an opportunity for any student with a desire to further his educational experience outside of the local chapter. WDEA must provide the local chapter with a resource of means for further educational development. This resource may be through leadership development by participation in local, state, and national levels.

The State Association must also provide the necessary guidance for the new local chapter through activities such as member services and program development areas. The state officers are always at the disposal of the local officers for assistance of any kind. The State Advisor and State Coordinator are at the disposal of the advisor and the local chapter.

WDEA is a somewhat young organization that is still learning its complete role as an integral part of the total Distributive Education Program. We can only learn how we can better serve the local chapter from the local chapter. An association of this nature will only be as effective as the local membership will allow.

The Wisconsin Distributive Education Association --WDEA-- is a student-centered organization whose program of leadership and personal development is designed specifically for students enrolled in Vocational Distributive Education programs offered by the Board of Vocational, Technical and Adult Education and district boards throughout the state. DECA is a non-profit, non-political and non-sectarian vocational student organization.

Any student enrolled in any Distributive Education instructional program in the nation is eligible for membership in DECA at the local, state and national level. At the local level, DE students form a Chapter of DECA and elect their own student officers. The DE Instructor serves as the Chapter Advisor. Nearly all chapters are self-supporting with members paying local, state and national dues.

All chapters within a state are chartered by and comprise the Wisconsin Distributive Education Association. The State Association elects student officers from its membership.

National DECA is composed of State Associations. Student delegates elected or appointed by each state elect National Officers.

National DECA is made up of five divisions representing High School, Junior Collegiate and Collegiate Distributive Education students, an Alumni Division representing former DE students at all levels and a Professional Division representing teacher-coordinators, teacher-educators, DE Supervisors and administrators, supporting businessmen and women and interested parents.

DECA Chapters may be found in all fifty states, Puerto Rico, and the District of Columbia, with a total membership of nearly 150,000 members.

# WHY JOIN DECA?

BECAUSE:

**DECA** is the only Vocational student organization operating through the schools of the nation to attract young people to careers in marketing and distribution.

**DECA** is a teaching device through which the instructor can enrich, enliven and enlarge the DE curriculum.

**DECA** encourages social intelligence through satisfactory social and recreational activities.

**DECA** encourages free enterprise and economic awareness through individual instruction, Studies in Marketing projects, Creative Marketing projects, exposure to successful business leaders, and by practical experience in business establishments.

**DECA** encourages civic responsibility through professional conferences, chapter activities, school improvement projects, and support of community projects.

**DECA** provides each member an opportunity to participate in many activities designed to teach him to be not only a leader but also a follower.

**DECA** maintains a series of State and National Competitive Activities--all designed to stimulate and motivate classroom interest, career encouragement, and vocational competence.

**DECA** believes in competition and offers awards and recognition to student members for outstanding accomplishment.

**DECA** maintains its own Scholarship Loan Program to assist and encourage its members toward higher education.

**DECA** funds are used directly for student benefit through programs such as:

Awards & Scholarships
Leadership Conferences
Program Development
Member Services
Public Information
Leadership Training
Educational Projects

**DECA** with your support will continue to develop future leaders for marketing and distribution.

# DECA TERMINOLOGY

| | |
|---|---|
| What is DE; | Distributive Education identifies a program of vocational instruction for the field of marketing, management and merchandising. |
| Who is responsible for DE in your state; | All programs of DE are co-sponsored by the State Board of Vocational, Technical and Adult Education and the local district boards of Vocational, Technical and Adult Education. |
| What is DECA; | DECA is a vocational student organization designed for students enrolled in Distributive Education and is an integral part of the total DE program. DECA refers to the local, state and national organization. |
| What is DECA, Inc.; | DECA, Inc. is the legal identity of the adult group responsible for the student program of DECA. It was chartered in 1946 and meets annually. |
| What is the Board of Directors; | A Board of Directors composed of twelve members elected or appointed by DECA, Inc. set policy for National DECA. |
| What is the National Advisory Board; (NAB) | The National Advisory Board consists of business representatives of donor companies who lend financial support to DECA. NAB members serve in an advisory capacity to National DECA. |
| Is DECA National; | Yes--All fifty states plus Puerto Rico and the District of Columbia have State Associations--a total of fifty-two Associations of DECA. |
| How many DECA chapters in the nation; | In 1970-71 there were 3,429 High School chapters, 241 Junior Collegiate chapters and 25 Collegiate chapters of DECA. |
| How many individual members in National DECA; | Nearly 125,000 students were members of DECA during the 1970-71 school year. |
| What is the National Career Development Conference; (CDC) | It is the annual climax of the year's activities. Its purposes are to recognize outstanding individual ability and classroom achievement and to inspire individual and group leadership. |
| Who are National Delegates; | They are student represtntatives elected by states to conduct official business of DECA at the National level. National officers are elected by and from these delegates. |

| | |
|---|---|
| What is the Distributor; | It is the official monthly publication of DECA. It has a circulation of nearly 125,000 with readership estimated at two to one. It is supplemented by the DECA Dateline. |
| Where is DECA Headquarters; | DECA Headquarters are located at 200 Park Avenue, Falls Church, Virginia 22046. Headquarters include offices of DECA, DECA, Inc., and DECA Foundation. |

## HOW TO USE DECA TERMS

When referring to district, regional, state or national meetings of DECA, they are conferences, not conventions.

Adults charged with the responsibility of giving guidance and counsel to chapters and state associations are called advisors, not sponsors.

Local segments of DECA are called chapters, not clubs.

We have competitive events at the State and National Leadership Conference, not contests.

An activitiy, the purpose of which is to raise money for the chapter, is called a sales project, not a fund-raising activity.

The book in which DECA activities are recorded is known as a chapter activities manual, not a scrapbook.

Keep in mind the difference between DE and DECA and DE students and DECA members.

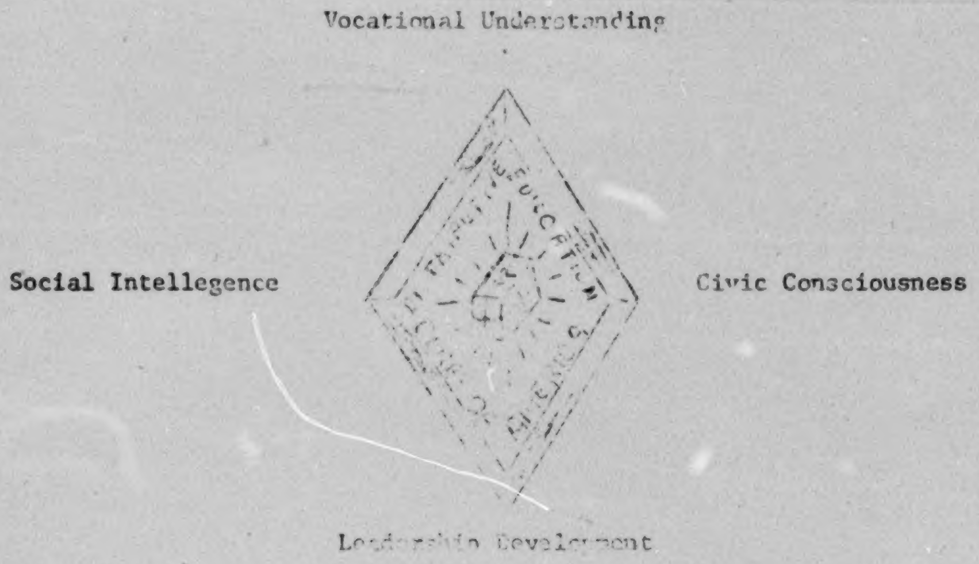
## DECA COLORS

The DECA colors shall be blue and gold, Blue represents sincerity. Blue is the color of the sky and therefore suggests that students should reach upward in their endeavors. Gold represents the crowning glory of success which results from a job well done.

## THE DECA EMBLEM

The National Emblem of the Distributive Education Clubs of America is attractive, significant, and meaningful. This emblem is in the shape of a diamond, with a wrapped package in the center. The wrapped package symbolizes the close cooperation of student, teacher, parent and merchant in assisting DE students to acquire a well-rounded education.

The four diamond points symbolize?



VOCATIONAL UNDERSTANDING is instilled as the student is well prepared to take his place in the business world as a direct result of acquiring first-hand knowledge of merchandising, salesmanship, and opportunities available in his chosen career.

CIVIC CONSCIOUSNESS is gained as the student learns to recognize his obligations to the community in which he lives through studying community needs and planning community betterment.

SOCIAL INTELLIGENCE is learned as the DECA member is given an opportunity to develop poise, and to gain a knowledge of the social graces necessary in our society by attending well planned and supervised social events.

LEADERSHIP DEVELOPMENT results as the student is given an opportunity to participate in many activities designed to teach him to be not only a leader but also a follower.

The rays of sunshine emanating from the wrapped package denote the glowing personal satisfaction resulting from a completed job that has been ,,WELL DONE...

# THE DECA CREED

★ I BELIEVE IN THE FUTURE WHICH I AM PLANNING FOR MYSELF IN THE FIELD OF DISTRIBUTION, AND IN THE OPPORTUNITIES WHICH MY VOCATION OFFERS.

★ ★ ★ I BELIEVE IN FULFILLING THE HIGHEST MEASURE OF SERVICE TO MY VOCATION, MY FELLOW BEINGS, MY COUNTRY AND MY GOD--THAT BY SO DOING, I WILL BE REWARDED WITH PERSONAL SATISFACTION AND MATERIAL WEALTH.

★ ★ ★ I BELIEVE IN THE DEMOCRATIC PHILOSOPHIES OF PRIVATE ENTERPRISE AND COMPETITION, AND IN THE FREEDOMS OF THIS NATION--THAT THESE PHILOSOPHIES ALLOW FOR THE FULLEST DEVELOPMENT OF MY INDIVIDUAL ABILITIES.

★ I BELIEVE THAT BY DOING MY BEST TO LIVE ACCORDING TO THESE HIGH PRINCIPLES, I WILL BE OF GREATER SERVICE BOTH TO MYSELF AND TO MANKIND.

# THE LOCAL CHAPTER

The cornerstone of DECA is the local chapter. The State and National Associations are only as strong and viable as the local chapters. The chapter is often the "show window" of a Distributive Education program. It provides an opportunity for DE students to demonstrate capabilities learned in their course of study while expanding their opportunities for social, vocational and leadership development.

Many factors go into the making of a strong local chapter of DECA. Among these are an alert and vigorous membership, an enthusiastic and diligent advisor, the selection of the best leadership in the chapter as officers, cooperation on the part of the school and cooperation with the community. However, the most important factors are the teamwork and interest of the members and their determination to make their chapter outstanding for its service. SERVICE should be the watchword of every chapter.

## THE STATE ASSOCIATION

The purpose of the State Association is to supplement local opportunities for leadership development. In addition to the state newsletter there are two major state-wide events:

1. The Fall Leadership Development Workshop which features:
    - A. Officer Workshops; presidents, vice-preseidents, secretaries, historians, and parliamentarians.
    - B. Regional Workshops: Fox Valley, Northern, Southwestern and Southeastern.
    - C. Activity Workshops; community service, publicity, membership, and fund raising.
    - D. Motivational Speakers; including the State Director of Vocational, Technical and Adult Education.
2. The Spring Career Development Conference
    - A. State-Wide Competitive Events (see section on projects and competitive events).
    - B. Election of New State Officers.
    - C. Career Spectacular; students have the opportunity to meet with businessmen from the entire state to discuss career opportunities.

# LEADERSHIP

## SESSION 2

### OBJECTIVES

1. The student will understand the importance of officers in an organization.
2. The student will have an understanding of the role of the officer.
3. The student will have an understanding of campaign strategies.

### ACTIVITIES

A. Guest Speaker (State or National Officer.)

B. The student will become a candidate of a local, regional, state, or national office or be an active member on a campaign committee for a candidate.

C. Each student prepares campaign strategies for the office of his choice.

D. Small group discussion "What Is The Role Of The Officer".

## CHAPTER OFFICER RESPONSIBILITIES

Any organization designed to be of lasting value to its members must have competent and aggressive leadership. Duly elected officers provide the leadership for the local chapter. Therefore, if the local chapter is to have competent and aggressive leadership, it must select its most capable members to serve as officers. In other words, every officer should be selected on his or her ability to meet the requirements and perform well the duties of the office to which elected.

Below are listed some of the duties and responsibilities of officers generally elected to lead the chapter. Every chapter member should be reasonably certain that his choice has the qualifications and the desire to do the job well.

### The President

1. Preside over and conduct chapter meetings in accordance with accepted parliamentary procedure.
2. Keep discussions on the subject.
3. See that time limits are observed.
4. Select and appoint members to serve on committees.
5. Represent the chapter at special school events and before civic clubs and other out-of-school organizations.
6. Coordinate and guide the efforts of all chapter officers and committees.
7. Serve as ex-officio member of chapter committees.
8. Consult regularly with advisor on the progress of the chapter's program of work.
9. Determine the need for and call any necessary special chapter meetings.
10. Promote energetic activity on the part of chapter members through the display of his own enthusiasm.
11. Conduct himself at all times in a manner that reflects credit upon the chapter.
12. Counsel with other chapter officers concerning their duties and responsibilities.

### The Vice President

1. Assist the President in the discharge of his duties and responsibilities.
2. Preside over chapter and executive committee meetings in the absence of the President.
3. Assume the full duties and responsibilities of the President should he or she be absent for a long period or leave the chapter permanently.
4. Serve as ex-officio member on chapter committees.

## The Treasurer

1. Receive and account for all funds which come into the chapter treasury.
2. Assist in the preparation of a statement of estimated receipts and expenditures for the year.
3. Keep financial records neat, accurate and up-to-date.
4. Collect all individual state chapter dues and be responsible for their disbursement to the state treasurer.
5. Pay out funds on authorization of the chapter.
6. Protect the financial reputation of the chapter by seeing that its obligations are promptly met.
7. Help plan and execute the ways and means of providing for chapter income.

## The Secretary

1. Take notes and prepare adequate minutes of each regular and called meeting of the chapter.
2. Answer all incoming chapter correspondence.
3. Keep a proper file of copies of all outgoing and incoming correspondence.
4. Prepare all necessary chapter reports.
5. Protect any and all permanent records of the chapter.
6. Be responsible for the posting of items of common interest and benefit on the classroom and/or school bulletin boards.
7. Read letters and/or other communications at chapter meetings.
8. Keep a proper record of votes cast-especially on important issues.
9. Be prepared at every regular meeting to give the chapter information about any unfinished business or any new business which is before the chapter for the first time.
10. Have available at each regular meeting: minutes of previous meeting; a record of committees and their past reports; the chapter's program of work; and a copy of the constitution and bylaws.

## The Parliamentarian

1. Be interested in and willing to help other chapter members understand the fundamental purposes of parliamentary law.
2. Be prepared to advise the presiding officer and other chapter members on points of parliamentary procedure.
3. Have reference material pertaining to acceptable parliamentary procedure available to refer to should the need arise.
4. Be ever alert and call the Chair's attention to significant irregularities in procedure.
5. Be prepared to explain any irregularity and its effect on the fair and equal rights of all chapter members.

## The Historian

1. Gather and classify chapter news.
2. Prepare news and articles for publication in school and local newspapers.
3. Acquaint local newspapers with the aims of the local chapter.
4. File clippings and pictures of chapter activities and keep a chapter activities manual.
5. Assist in maintaining a chapter bulletin board.
6. Assist with planning and arranging chapter exhibits.
7. Prepare and collect news and feature stories of chapter activities for the state newsletter

## CHARACTERISTICS OF A GOOD OFFICER

1. Desire and willingness to serve the local chapter and DECA organization.
2. Enthusiasm for chapter work.
3. Ability to learn parliamentary procedure.
4. Ability to express oneself and be understood by other members.
5. Ability to get along with other members.
6. Self-confidence and humility.
7. Ability to lead and direct activities.
8. Ability to lead and participate in both large and small groups.
9. Adequate time to perform the duties.

Activities which provide leadership development:

1. Becoming proficient in the use of parliamentary procedure.
2. Presenting officer reports.
3. Giving committee reports.
4. Presenting talks before groups outside of DE.
5. Participating in leadership development workshops.
6. Becoming acquainted with the history, aims and purposes of the program.
7. Becoming familiar with the constitution and by-laws of the chapter.
8. Learning the duties and responsibilities of each officer.
9. Assisting in preparation of the program of work.
10. Taking an active part in other school organizations.
11. Working with committees.
12. Participating in state, regional and national conferences.

## CHARACTERISTICS OF A GOOD MEMBER

1. Is always prompt.
2. Is proud of his organization.
3. Accepts his share of responsibility for the business at hand.
4. Is willing to hear ideas and opinions of others.
5. Gives constant attention to the activities of the organization.
6. Knows the purpose of each meeting and activity and works for its accomplishment.
7. Carries out all assignments to the best of his ability.
8. Is constantly thinking and acting for the benefit of the organization.
9. Acts in the school and the community in a manner that reflects favorably on the organization.

# LEADERSHIP

## SESSION 3

### OBJECTIVES

1. The student will have an understanding of the importance of a program of work in an organization.
2. The student will have a knowledge of how to develop a program of work.

### ACTIVITIES

A. Small group discussion.

B. Guest Speaker.

C. Read handout on "Program of Work."

D. The student will develop ideas for a Chapter Program of Work.

E. Present ideas at a chapter meeting (orally and written.)

F. Complete the working group form.

G. Develop strategies for two large committees with each having a number of sub-committees (ex. finance, social civic etc.).

H. Keep a scrapbook, bulletin board, news articles etc.

I. Membership drive-increase participation at Fall Seminar.

J. Review last year's program of work.

## CHAPTER OF THE YEAR

First, second, and third place awards will be given in addition to 3 honor awards. Judging criteria will be based on the following:

| | MAXIMUM POINTS |
|---|---|
| Chapter Activities Manual | 50 |
| *Chapter Display | 20 |
| WDEA - BIG SAM items | 20 |
| Percentage of chapter in attendance at State CDC | 20 |
| WDEA Newsletter Articles | 10 |
| Fifteenth of the month report | 10 |
| For each newly elected State Officer and Regional V.P. | 5 |
| #**For each competitive event entered by the chapter | 5 |
| **For each series event entered by the chapter | 5 |
| For each 1st place winner | 3 |
| For each 2nd place winner | 2 |
| For each 3rd place winner | 1 |

* The display that is built should correspond to the theme selected by the current year's WDEA Executive Council. AN EXAMPLE would be: "DECA-Pathways to Marketing Careers," the theme of the '73-'74 officers.

**Only 5 points will be awarded per competitive event per chapter, regardless of the number of entries the chapter has in the event.

#**Five points will be recorded if the Parlimentary Procedures event was entered at the Fall Leadership Conference.

BEST COPY AVAILABLE

## DEVELOPMENT OF DECA ACTIVITIES

1. To develop progressive leadership in the field of marketing and distribution that is competent, aggressive, self-reliant, and cooperative.

Through competitive events and activities relating to the DECA program of work, students participate in experiences that groom them to assume leadership responsibilities in marketing and distribution.

> EXAMPLE: To participate and work within the realm of the UDEA chapter Management Plan, not only an an officer, but for all members in their working groups. This is a management plan designed to operate like a business.

2. To develop a sense of individual responsibility.

The individual acceptance of responsibility is a trait of prime importance in the student's development into an effective personality. Projects pertinent to the following activities give reinforcement to this trait development.

> EXAMPLE: Under the UDEA Chapter Management plan, each member has a responsibility for the successful operation of the local chapter.

3. To provide opportunities for intelligent career choice in the field of marketing and distribution.

Selected DECA competitive events and activities become useful projects helpful to students choosing significant career goals in marketing and distribution.

4. To allow practical application of the principles of marketing and distribution through competitive activities.

Competitive involvement in competitive events provides opportunities to apply knowledge and skills and motivates the student to refine those skills which aids him to win. Ultimately this refinement makes the skill more marketable.

> EXAMPLE: Advertising Campaign, Sales Representative

5. To encourage use of ethical practices in business.

An insight into the practices and policies used by business is attained by the investigations and observations required for some projects.

> EXAMPLE: In preparing the chapter's annual plan of work the student is given the opportunity to employ for his own use many business practices learned on-the-job and in the classroom.

6. To provide for mental and physical health through satisfactory social and recreational activities.

The need for mental and physical health through DECA activities is reflected in the personality and physical qualities which permit personnel in marketing and distribution to function effectively. A variety of DECA activities are instrumental in developing these qualities.

EXAMPLE: Leadership Conferences; Chapter recreational activities;

7. To engender a healthy respect for education.

Personal competition and completion of written studies require a descriptive vocabulary and the ability to communicate clearly. These activities illustrate to the student the need for clear thinking, persuasive thinking, forceful speaking, and effective writing--hallmarks of an educated person.

EXAMPLE: The planning, completion, and implementation of the Public Relations and Recruitment functions of the chapter.

8. To create and nurture an understanding of our free, competitive enterprise system.

As DE students are refining their occupational goals and beginning to learn about the field of distribution, a substantial part of the curriculum may be spent in learning about job opportunities in distributive activities in a free enterprise system. Many club activities and contests lend themselves to understanding how distributive projects affect the individual in a free, competitive economy.

EXAMPLE: The sales project coordinated as an activity within the organization. Participation within the Chapter Management Plan as an excellent example of the operation of a business.

9. To develop an appreciation of civic and social obligations of those engaged in marketing and distribution.

In both his class and chapter work, the student learns to recognize his obligations to the community in which he lives through studying community needs and planning civic improvement.

EXAMPLE: Community Service Projects; Community Survey;

Through social events held during the year, the DECA member is given an opportunity to develop poise and to gain a knowledge of the social graces necessary in our society.

EXAMPLE: DECA Week Banquet

10. To serve as a means of interpreting the instructional program to businessmen, faculty, parents, and other students.

By involving businessmen as judges and advisors of competitive events as part of student projects, the student is afforded the opportunity to interpret the instructional program of Distributive Education. The student may interpret the instructional program in school through assemblies and other various media.

EXAMPLE: Sales Manager Meeting; DECA Week

## PUBLICITY LIST

Style show will be provided by DECA

DECA members make survey

DECA members provide program for business or civic organization

DECA member speaks to business or civic organization

DECA election of officers

Dance, party or picnic held by DECA

Business speaker at DECA meeting

Field trip planned by marketing students

DECA Week activities

Proclamation by Governor, Mayor and/or Chamber of Commerce

Business support DECA Week

Employee-Employer Banquet

New teacher added to marketing staff

Business makes contribution to DECA Diamond Fund

Committee evaluates marketing program

Scholarship awarded to marketing student

Success stories of graduates

Advisory Committee recommendations

Marketing department receives new equipment

Appointment of new advisory member

Foreign student enrolled in marketing program

Results and summary of survey taken by marketing department

Students attending State Career Development Conference

Students attending National Career Development Conference

Awards Banquet

## DEVELOPING A PROGRAM OF WORK

**A.** An annual program of work should be set up

1. It is an outline of activities covering a definite period
2. It includes specific goals, ways and means of reaching them and adequate provision for checking on accomplishments
3. The plan should be well thought out and carefully worded
4. It should be based on the needs of the members, the organizations, the school, and the community
5. It should represent the thinking of a majority of the members
6. Although new chapters should not undertake an overly elaborate program the first year, it should be one that presents a challenge to the members.

**B.** Steps for building a program of work for a new chapter (or one that has not previously set forth a program of work)

1. Review, as a total chapter, the possible activities in which the club might participate
2. Secure copies of program of work of other DECA chapters and review them for ideas. Materials sent from the National office of DECA in Fall of each year has many ideas
3. Decide on two or three activities (or more) that will definitely be undertaken
4. Put the total program of work in writing
5. Check the program of work with school authorities and others concerned
6. Adopt the program when satisfactory

**C.** Steps for building a program of work for an established chapter

1. Review past year's program of work at chapter meetings. Try to find out why certain items were successful and others were not. Discuss also the present needs of the chapter, its members and the community
2. Select from past year's program the items to continue for the present year. Add new items suggested by members.

# The Chapter Program of Work

The development and use of a local program of work can make a significant contribution to the Distributive Education and DECA programs in Wisconsin.

A "program of work" can assist the instructor with the units of instruction in the course of study. Also, a "program of work" can provide motivation to the students through total member participation in the various local activities. A "program of work" emphasizes the need for student excellence in their classroom work day by day.

When developing your own program of work, the following suggestions are offered:

1. Develop a new program of work each year to meet local needs.
2. Organize activities in which a large number of chapter members can participate.
3. Include only those activities which can be accomplished by the local chapter during the current school year.
4. Develop activities that promote and encourage a sound Distributive Education program.
5. Evaluate your activities, eliminate those activities that were difficult to sponsor or lack participation.
6. Provide awards and recognition to those who excel, not just the officers.
7. Plan your program of activities around local needs, and then plan your budget. Do not plan the program around the budget.
8. Allow your officers, working group chairmen, and members to participate. A good "program of work" is selected, planned, carried out and evaluated by the chapter members.

The activity worksheet is to be used by each Working Group within the local DECA Chapter to assist in planning their activities for the entire school year. It is designed specifically to assist each group in preparing their own "plan of work". When the Activity Worksheets from it have been completed they can be combined to form the Chapter "plan of work".

After determining the "plan of work" within the Working Group, each group must also determine the cost of the activities they wish to undertake. The Finance Committee would of course be concerned with fund raising and their main objective would be to determine the amount of income the chapter will need and the means of earning this money.

The activity worksheets should be duplicated in any quantity necessary for the Working Groups to complete their "plan of work". The Working Group Expenditure Sheets should also be duplicated in any quantity necessary to meet the chapter needs. The Summary of Expenditures may be useful in submitting the clubs fund raising requests to the local advisory board.

Many times the administration will want to know what the money you need will be used for. The Activity Worksheets, Working Group Expenditures, and the Summary of Expenditures should be an adequate means of justification.

The Chapter Management package also includes a Calendar of Activities that should be completed when the chapter "plan of work" and budgets are completed and approved. These completed forms should be duplicated in adequate quantities for each chapter member and the school administration. It is also possible to give a copy to the school office so they can publish your activities in the annual calendar of school events.

# WORKING GROUP REPORT FORM

Working Group Name ______________________________ Date __________

The ______________________________ working group

met on ______________________________

to discuss ______________________________

______________________________

______________________________

______________________________

The following points were considered: ______________________________

______________________________

______________________________

______________________________

______________________________

It is the recommendation of the group that the following action be taken: ______________________________

______________________________

______________________________

______________________________

Signed by: ______________________________ Member

______________________________ Member

______________________________ Advisor

______________________________ Chairman

I move that this report be accepted. (Or:)

As a result of the group's recommendations, I move that (specific wording of the motion) ______________________________

______________________________

________________CHAPTER

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION
19___-19___ Budget

**Working Group Expenditures**

| Activity | Cost |
|---|---|
| **Public Relations** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | |
| **Special Events** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | |

*Name each activity and to the right indicate the amount of money needed to carry it out.

**Chapter Records**

| Activity | Cost |
|---|---|
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

**Chapter Meetings**

| | |
|---|---|
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

---

*Name each activity and to the right indicate the amount of money needed to carry it out.

| Activity | Cost |
|---|---|
| **Spring Career Development Conference** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |
| **Development** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

*Name each activity and to the right indicate the amount of money needed to carry it out.

**Activity** | **Cost**

**Membership Committee**

| Activity | Cost |
|---|---|
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

**State Leadership Workshop**

| Activity | Cost |
|---|---|
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

*Name each activity and to the right indicate the amount of money needed to carry it out.

## Working Group Expenditures

| Activity | Cost |
|---|---|
| **Finances** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |
| **Purchasing** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

*Name each activity and to the right indicate the amount of money needed to carry it out.

## Working Group Expenditures

| Activity | Cost |
|---|---|
| **Communications** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |
| **Alumni Relations** | |
| * | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| | $ |
| Total | $ |

*Name each activity and to the right indicate the amount of money needed to carry it out.

______________ CHAPTER

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION

19___-19___

Summary of Expenditures

| **Working Groups** | **Expenditure** |
|---|---|
| Public Relations | $ ________ |
| Special Events | $ ________ |
| Chapter Records | $ ________ |
| Chapter Meetings | $ ________ |
| Development | $ ________ |
| Membership Committee | $ ________ |
| State Leadership Workshop | $ ________ |
| Spring Career Development Conference | $ ________ |
| Finances | $ ________ |
| Communications | $ ________ |
| Purchases | $ ________ |
| Alumni Relations | $ ________ |
| Total Projected Expenditure | $ ________ |
| Total Projected Income (From finance group) | $ ________ |
| Projected Net Balance | $ ________ |

## ACTIVITY WORKSHEET

WORKING GROUP____________________ CHAIRMAN____________________

| Activity | Goals | Means to achieve each goal | Evaluation |
|---|---|---|---|

## CALENDAR OF ACTIVITIES

_______________ 19__ - 19__
Chapter

| SEPTEMBER | Activity | Working Group | DECEMBER | Activity | Working Group |
|---|---|---|---|---|---|
| | * | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| OCTOBER | | | JANUARY | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| NOVEMBER | | | FEBRUARY | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

62

60

61

*State activity and to the right show Working Group in charge

**MARCH** Activity Working Group

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

**APRIL**

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

**MAY**

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

**JUNE** Activity Working Group

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

**JULY**

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

**AUGUST**

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

______________________ - ______________________

# CHAPTER ACTIVITIES AND PROJECTS

Chapter activities and projects may be classified in four broad areas: Leadership Development, Professional Growth, Civic Consciousness, and Social Awareness.

## Leadership Development

Leadership development activities are those that complement any activity of the local chapter. They may be specifically seen as internal activities that are most necessary to the successful operation of the DECA chapter. They may be very broad in nature, but tend to accent the participation of one or a small group of members.

One very strong and desirable characteristic is the ability to obtain a decision from a group and follow through on the decision. This is a characteristic found in many management people.

Students must learn the principles of sound leadership and how to use them if they are to be fully prepared for future responsibilities to distribution and society. They must learn that good leadership and good followership are closely interwoven; a leader in one function will be a follower in another. The DECA program should be patterned to provide students the opportunity to develop leadership qualities through participation in projects and activities. The chapter that serves its members best, however, is the one that emphasizes leadership through individual responsibilities and committee activities.

## Professional Growth

Professional growth activities are those that contribute to the professional improvement of the student. Chapters should provide professional meetings at which guest speakers, panel discussions, films, demonstrations; and similar presentations relating to distribution are featured. Field trips can be conducted in connection with topics studied in class. Competitive events are also professional activities. Designed primarily to stimulate student interest in improving career-related knowledge and skill, contests emphasize the importance of learning through preparation and participation. Individual achievement is recognized in a sequence of local, state and national competitive events.

Business meetings and chapter ceremonials are often conducted in connection with professional meetings. When details are satisfactorily handled by committees, time consuming business sessions can be held to a minimum, thus permitting club matters to be integrated with professional programs.

Financial activities involve raising funds to support the financial obligations of the chapter. These obligations often include expenses for items such as travel funds for delegates and committee members, field trips, professional and social meetings, and communications. Individual chapters determine the number and type of financial activities in which they wish to participate. Many chapters assess membership dues to cover part of the financial needs. Fund raising projects can and should develop competencies needed in marketing and distribution.

## Civic Consciousness

Civic consciousness activities are conducted by many chapters to serve the school and community. Projects range from campus involvement campaigns to participation in fairs, trade shows, and other community-wide events. These activities are frequently conducted in cooperation with local business organizations, other school organizations and civic groups.

Service activities are undertaken in many chapters to emphasize the need for sharing with others. Frequently, projects are designed to coincide with Thanksgiving and Christmas, however, service should be a continual activity. Many of the projects are so conceived that they involve extensive student participation.

## Social Awareness

Social awareness activities are a major requisite of the program. Many social connotations are connected with an annual employer-employee banquet although the primary purpose and character of the function is professional in nature. Social activities also become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the program.

# EVALUATING CHAPTER ACTIVITIES

A. A set of evaluative criteria should be established by which the value of each individual activity can be measured.

B. The criteria should be used prior to the activity to:

1. Indicate expected outcomes
2. Indicate the degree to which each outcome will be realized
3. Determine, in this way, if the activity is worthwhile

NOTE: It would be amazing if any single activity were to meet each criterion to the highest degree. Several excellent activities might miss a few of the criteria completely.

C. The criteria should be used following the activity:

1. As a guide to determine the values that were received
2. As a guide for the improvement of subsequent activities

## What Is a Program Of Activities?

The program of activities is the local DECA chapter's written, planned, and approved plan of action; what the local members plan to accomplish during the current school year. A program of activities is made up of projects planned by the chapter's standing committees. So, the local program of activities is a planned list of projects that the members have discussed and agreed upon and plan to complete. The program of activities should include only those activities that relate to the aims and objectives of DECA and supplement the local distributive education course of study.

## What Is an Activity?

A DECA activity is a project that is selected, planned, carried out, and evaluated by local committees made up of local DECA members. Once the local committees have developed a list of projects--activities and obtained agreement and a commitment from the members, the local program of activities emerges.

## Purpose Of Program Of Activities

The purpose of a local program of activities is to provide involvement of all members in carrying out the work of their chapter, and to assist the teacher-coordinator in providing instruction that contributes to the development of the individual student and distributive education in the local community. Also, a program of activities can provide motivation to the students through participation in various activities. A program of activities emphasizes the need for student excellence in classroom work day by day.

## Suggestions For Developing a Local Program Of Activities

When developing a program of activities, the following suggestions are offered:

1. Develop a new program of activities each year to meet current needs. A sample calendar of activities may be found on page 16. This should be posted on the bulletin board where all members may read it.

2. Organize activities in which a large number of chapter members can participate. This encourages and develops cooperation among the members. Planning and working together emphasizes the importance of individual contributions to successful group accomplishments. By learning to work well with one another develops a sense of human relations that is necessary for success in distributive careers.

3. Include only those activities which can be accomplished by the local chapter during the school year. In the main, long range activities--requiring two or more years--are not successful due to graduation, change in leadership, and new members with varied interests and concerns.

4. Develop activities that promote and encourage a sound distributive education program in your community. Any activity planned and carried out by the local chapter should be in keeping with the needs and goals of the local distributive education program. The program of work carried out at the local level can make a tremendous contribution to distributive education if we believe that DECA is the showcase for distributive education.

5. Evaluate your activities annually. Eliminate those activities that were difficult to sponsor, carry-out, or lacked participation. All activities will not be a success, and should be evaluated to ascertain why they were not successful. However, an unsuccessful activity can be a learning experience if the "why" can be determined and analyzed.

6. Provide awards and recognition to those who excel. Competition is a basic element of free enterprise. Providing chapter awards gives students an opportunity to develop a competitive spirit which can encourage initiative and vision.

7. Plan your activities around local needs. The program of activities should be developed in keeping with the needs of the members and in harmony with available human and community resources. Too often, many chapters overlook many sources of local aid. Remember, the program of activities carried out at the local level is the most important phase of DECA. Both the State and National organizations originate from the local level where the greatest amount of member participation takes place.

8. Determine the funds needed to carry out the program of activities. The question should not be, "How will we get the money?"; but, "How much money do we need?". The amount of money should not determine the activities planned, but rather the planned activities will determine the money needed to carry out the chapter's program of activities.

9. Allow your officers, committee chairman, and members to participate. A good program of activities is selected, planned, carried out, and evaluated by the chapter members.

## Developing a Program Of Activities

The basic steps for developing a local program of activities may vary from a new chapter or a chapter that has not previously developed a program of activities. However, the following steps have been useful in the development of programs of activities in local chapters.

1. Identify the standing committees needed by your chapter.

    - Leadership
    - Civic
    - Public Relations
    - Social
    - Finance
    - Regional-State
    - Others

The responsibility of the standing committees are:

- CIVIC COMMITTEE - Provide activities for the community's betterment so the member will learn and recognize his obligations to the community in which he lives.

- SOCIAL COMMITTEE - Provide social activities where the member is given the opportunity to develop poise, and gain a knowledge of social graces.

- PUBLIC RELATIONS COMMITTEE - Provide activities that will attract additional students to the distributive education program; maintain pride among the students and stimulate them to further progress; stimulate and sustain public support of the distributive education and DECA program.

- FINANCE COMMITTEE - Provide activities that will obtain the the necessary funds to carry out any given activity in the program of work. These financing activities should also provide the member good business and public relations experience.
- LEADERSHIP COMMITTEE - Provide activities on the local level that will provide the member an opportunity for developing and recognizing leadership development.
- REGION - STATE COMMITTEE - Provide local activities that will help prepare students for Region - State DECA competitive and career development conferences.

2. Select or appoint chairman, secretary and members to serve on committees.

Public Relations Committee

Chairman ______________________________

Secretary ______________________________

Members ______________________________

______________________________

______________________________

All chapter members, except chapter officers, should be on a standing committee.

3. Each committee develops a list of activities or projects that relate to their committee. (Chapters should not undertake too many activities during the first year.)

- Develop a list of activities that members are interested in doing.
- Secure copies of programs of activities from other chapters.
- Check local, regional and State newsletters or other clubs for ideas.
- Decide on two or three activities that definitely be included in your committee's program of activities.

After the committee has identified activities, they should then:

- Set goals for each activity.
- Develop ways and means for carrying out activities - How they plan to get the job done.
- Determine cost of each activity.
- Develop a budget for their committee.

New chapters may find it practical not to undertake too many activities the first year. However, the variety and number of chapter activities depend on the ingenuity and vision of the chapter members and the chapter advisor. While most projects or activities will be of a group nature, every effort should be made to allow for individual students' interests and abilities. The activities adopted should provide for:

- The development of a spirit of cooperation.
- An ability to communicate.
- An understanding of social values.
- Individual performances.
- Responsibility and leadership development.
- An understanding of competition.

4. After approval by chapter the committee's recommendations become a part of the chapter's program of activities. The committee's activities should be typed and the chapter president and advisor should present the program of activities to the principal and discuss. After approval of local administration, copies should be provided to all committee chairmen, officers, advisor, principal, and a copy posted in the distributive education classroom.

5. Committee members should set goals that are challenging, but can be reached.

6. Activities should provide an opportunity for leadership development--not just busy work or selling candy!

7. Remember, a few activities planned and carried out well that are successful are better than an extensive list of activities not carried out or carried out poorly. Quality not Quantity!

8. Select activities that can be carried out and completed during the second year.

9. Use last year's program of activities as a guide--use successful activities and disregard the poor ones.

10. Program of activities should be developed and ready for chapter approval at the September chapter meeting.

11. As many activities as possible should require little or no capital outlay by chapter treasury.

Committee: LEADERSHIP

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| Conduct ad lay-out contest | 1. Local<br>a. Have 25 members enter contest<br>b. Provide plaque to winner and runner-up<br>c. Hold contest in January<br>d. Have story and picture in local newspaper<br>Regional<br>a. Have chapter winner enter regional contest<br>b. Have entry place in top three | 1. a. Have committee explain contest at October meeting<br>b. Committee secure supplies for contest<br>c. Committee contact judges for contest<br>d. Committee secure awards and prepare publicity releases<br>e. Committee chairman present awards at Employer-Employee Banquet $5.00 | |

Committee: LEADERSHIP

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| Conduct Employer-Employee Banquet | 2. a. Have 75 members attend banquet | 2. a. Have committee explain plans at March meeting | |
| | b. Have 25 employers attend banquet | b. Committee set-up sub-committee needed:<br>1. Program<br>2. Guest<br>3. Meal<br>4. Decorations<br>5. Awards | |
| | c. Invite 10 businessmen not participating in program as possible new employees | c. Committee check with principal for use of school facilities | |
| | d. Present awards to DECA Contest winners | d. Committee secure awards and chairman present at banquet | |
| | e. Invite 10 guests to banquet | e. Committee prepare publicity for local newspaper and radio station | |

Committee: CIVIC

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| . Sponsor Christmas Party for Senior Citizens | 1. a. 40 members participate in party<br>b. Provide gifts and refreshments for 35 senior citizens living in Jones Nursing Home | 1. a. Have committee contact manager of nursing home for permission and date<br>b. Committee secure list of senior citizens<br>c. Assign a member to a senior citizen<br>d. Committee select appropriate refreshments and cost limit on gifts<br>e. Committee set up car pool for going to the Nursing home $15.00 | |
| . Beautify school grounds | 2. a. Have 25 members work on beautifying school grounds<br>b. Spread 500 pounds of fertilizer on lawn<br>c. Plant flowers in two flower boxes at main entrance<br>d. Put up school sign in front of building | 2. a. Committee post names and schedule of duties on bulletin board by March meeting<br>b. Make arrangements with local school board for permission and financing for fertilizer<br>c. Committee secure flowers $5.00 | |

Committee: CIVIC

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| Provide DECA members as guides at PTA "Back to School Night" | 3. Have 25 members serve as guides | 3. a. Committee select members for guides<br>b. Post names and schedule on bulletin board<br>c. All guides wear DECA Blazers<br>d. Provide guides with teachers names and classroom numbers<br>$0.00 | |
| Donate to the Community Chest Drive | 4. Chapter donate $20.00 | 4. a. Committee collect donations from club members at October and November meetings<br>b. Secure balance, if needed, from chapter treasury<br>$5.00 | |

Committee: PUBLIC RELATIONS

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| Publish school newsletter | 1. a. Publish 10 newsletters during school year | 1. a. Committee obtain permission from principal to use mimeograph equipment | |
| | b. Distribute to all teachers, students, and local businessmen | b. Committee appoint editor and reporter in each Distributive Education class to obtain news items | |
| | c. Send copies to all regional and state DECA officers | c. Publish newsletter first of each month | |
| | | d. Include any and all items pertaining to local, regional, state, and national DECA and Distributive Education | |
| | | e. Committee secure paper and ditto masters $10.00 | |

Committee: PUBLIC RELATIONS

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| 2. Publish DECA stories or news articles | 2. Publish five news stories in local newspaper | 2. a. Committee work with local newspaper on types of news items wanted<br>b. Committee prepare and submit news items to local newspaper<br>c. Committee keep record of news items for chapter scrapbook | |
| 3. Subscribe to National Distributor Magazine | 3. a. Have all chapter members subscribe (100%) to magazine--include in dues<br>b. Have chapter subscribe for 10 extra copies to place in high school and junior high libraries | 3. a. Committee encourage all members to join DECA-magazine will be included in dues<br>b. Committee send local news items to Distributor<br>c. Committee place copies of Distributor in libraries | |

Committee: SOCIAL

| Activity | Goal | Ways and Means | Accomplishments |
|---|---|---|---|
| 1. Provide refreshments at chapter meetings | 1. Provide refreshments at five chapter meetings | 1. a. Committee select chapter meeting refreshments will be served<br>b. Committee secure cokes and cookies for members<br>c. Committee set sub-committee for serving, and clean-up details $25.00 | |
| 2. Provide guest speakers | 2. Provide a guest speaker at 7 chapter meetings | 2. a. Committee select guest speaker for meetings<br>b. Committee prepare letters of invitation<br>c. Committee member introduce speaker at meeting<br>d. Committee secure small token of appreciation for each guest speaker | |

SAMPLE

## COMMITTEE REPORT TO BE PRESENTED AT LOCAL DECA CHAPTER MEETING

The Civic Committee met November 4, 1972, in the distributive education classroom. Betty Smith, chairman presided. Members present were: John York, Todd Sagraves, Clayton Riley and Peggy Johnson. Final plans were made for the Thanksgiving Food Baskets for needy families. Ten families were selected from list provided by chapter members. John York, Todd Sagraves and Clayton Riley will provide cars to deliver food baskets. A list of members selected to assist will be posted on bulletin board.

The Committee also discussed (other items of business, actions taken, decisions made, etc.).

Respectfully submitted,

Peggy Johnson, Secretary
Civic Committee

## CALENDAR OF ACTIVITIES

**SEPTEMBER**

Activity - Committee

Newsletter - Public Relations
Refreshments-Meeting - Social
Car Wash - Finance
Leadership Lab - Leadership
Pay VICA Dues - Finance

**OCTOBER**

Candy Sale - Finance
Leadership Lab - Leadership
Sponsor School Clean-Up - Civic

**NOVEMBER**

Senior Citizens - Civic
Empty Stocking Drive - Civic
Leadership Lab - Leadership
Publish VICA Stories - Public Relations

**DECEMBER**

Sponsor Guest Speakers - Social
Send News to State Reporter - Program

**JANUARY**

Chapter Contest - Leadership
Teacher's Tea - Social
Publish VICA Stories - Public Relations

**FEBRUARY**

Activity - Committee

Regional Conference - Program
Posters - Public Relations
Window Display - Public Relations
Publish VICA Stories - Public Relations

**MARCH**

State Leadership Conf. - Program
Community Chest - Civic
Publish VICA Stories - Public Relations

**APRIL**

Leadership Banquet - Leadership
Publish VICA Stories - Public Relations

**MAY**

Audit Treasurer's Book - Finance
Set Local Plan Activities - Leadership

**JUNE**

**JULY**

**AUGUST**

## LEADERSHIP

### SESSION 4

### OBJECTIVES

1. The students will have an understanding of leadership.
2. The students will know how to get things accomplished in an organization.
3. The students will have an understanding of Types of Leaders - Theory X and Y.

### ACTIVITIES

A. Squares Game.

B. Film: "THE CHALLENGE OF LEADERSHIP"

C. Role Playing.

D. Guest Speaker (Administrator at school.)

E. Handouts.

F. Group discussion--Who do you consider a leader and why?

G. Discuss the types of leaders you have had contact with.

H. Discuss the leadership within your family.

J. Identify the leader in your group--does the leadership change from time to time?

# LEADERSHIP

## SESSION 5

### OBJECTIVES

1. The student will have an understanding of followship roles.
2. The student will have an understanding of a group compromise.
3. The student will have a knowledge and understanding of active listening.

### ACTIVITIES

A. Role playing.

B. Group compromise.

C. Devil's Advocate.

D. The student will be an active member on a campaign committee for a candidate.

E. Relay a story through several people.

F. Give directions to someone on deminsional object.

G. Bring out the positive side of followship role in class discussion.

H. Discussion of the comforts and discomforts of being a follower.

# LEADERSHIP

## SESSION 6

### OBJECTIVES

1. The student will be able to function and serve effectively in committee work.
2. The student will understand the necessity of a committee.
3. The student will have an understanding of the types of committee, the function of a committee, the authority of a committee, and the leadership of the committee.

### ACTIVITIES

A. The student will become a member of a standing committee within the chapter.

B. Discuss the responsibilities of committee. Give a committee an assignment. Have the chapter make suggestions and recommendations.

C. Define the following terms:
   - ad hoc
   - pro tem
   - permanent committee
   - standing committee
   - task force

# LEADERSHIP

## SESSION 7

### OBJECTIVES

1. The student will understand the responsibilities of a committee member.
2. The student will be able to conduct a committee meeting.

### ACTIVITIES

A. Chair a committee or subcommittee meeting (submit a written report to Instructor)

B. Resourse person(Alumni member)

C. Video tape of a committee meeting in action.

D. Changing of roles.

E. Discuss the effectiveness of a committee.

# LEADERSHIP

## SESSION 8

### OBJECTIVES

1. The student will have an understanding of Parliamentary Procedures.
2. The student will have an understanding of why Parliamentary Procedures are used during a meeting.
3. The students will understand the terms used in Parliamentary Procedures.

### ACTIVITIES

A. Handouts.

B. Film: **Parliamentary Procedure.**

C. Quiz.

# WHY PARLIAMENTARY PROCEDURE

Instructors who serve as advisors have the responsibility of training leaders for the community, state and nation.

Never before in the history of our country has there been such a need for people to cooperate in a democratic manner. From a social and an economic standpoint people must combine their efforts in order to live effectively in a democratic society. For people to combine their efforts into a cooperative mevement, there must be a system whereby they can arrive at group decisions. This system is parliamentary procedure. Thus, parliamentary procedure is a way of arriving at group decisions in an orderly and democratic manner.

Parliamentary Law was first used in our country when our ancestors met under the oak tree to consider matters of public importance and discovered they could not all talk at once. They therefore devised a method of procedure that permits each one an opportunity to be heard. The four cardinal principles of parliamentary procedure are: (1) justice and courtesy to all, (2) one thing at a time, (3) the rule of the majority, (4) the rights of the minority.

This section is not prepared for the purpose of dictating what to do but to serve as a body of simplified and organized information for the instructor to use in developing the following competencies of students in vocational student organizations:

1. To understand the importance of democratic participation by parliamentary procedure in group activities such as:

    a. Student organizations such as DECA, VOEA and VTIA
    b. PTA meetings
    c. Business meetings
    d. School meetings
    e. Social clubs

2. To understand the importance of leadership qualities and skills in directing activities of groups by the democratic process of parliamentary procedure.

3. To aid students in developing sound attitudes toward the democratic group process by use of parliamentary procedure.

4. To understand the need for competent leaders and participants in the club program.

5. To enable each student to acquire reasonable proficiency in the use of at least the rudiments of parliamentary procedure.

Presented in this handbook are those parliamentary procedures most often used in club and business meetings. Stress is placed upon developing efficient leaders and participants who can conduct efficient democratic meetings rather than experts in parliamentary procedure.

# VOCABULARY

**Adhere** - When a motion is pending and another motion is applied to it, the latter is said to adhere to the original motion.

**Adjourn** - To close or terminate a meeting.

**Adopt a report** - To accept a report thereby obligating the chapter to everything included in it.

**Agenda** - An official list of business to be considered at a meeting.

**Amend** - To change a motion by means of inserting words, striking out words, or by striking out and inserting words.

**Appeal from the decision of the chair** - The process of referring to the assembly a decision made by the chairman.

**Ballot** - System of voting where votes are cast on slips of paper to ensure secrecy.

**Bylaw** - A law or regulation of an organization that ranks between the constitution and standing rules in authority. The bylaws may include provisions that are usually included in the constitution.

**Chair** - The presiding officer, or chairman, of a meeting.

**Consideration** - A formal discussion by members of an organization.

**Convene** - To assemble together in a body. In organizations, convene is commonly used to mean the formal opening of a meeting.

**Convention** - A body of individuals convened for a common purpose.

**Discussion** - Talking about or discussing an item of business

**Disposition of motion** - To act upon a motion in such a manner that it is removed from action of the chapter.

**Division of the assembly** - A rising vote taken to ascertain a voice vote.

**Filibustering** - The act of speaking for the purpose of keeping the floor and preventing the opposition from getting a chance to speak. It consumes the alloted time for a motion to be considered.

**Floor** - Any space, exclusive of the ''chair,'' in a meeting room. One is said to have the ''floor.'' after he has received recognition from the chairman.

General consent - The disposition of business without the formality of motions and voting. The chair assumes unanimous consent until an objection is raised, a regular vote is then required.

Immediately pending question - The last of several questions pending before a chapter.

In order - Correct parliamentary procedure.

Main motion - A motion that presents an item of business to the chapter for its consideration.

Majority vote - More than half of the legal votes cast, unless otherwise specified in the rules of the chapter.

Meeting - The period of time during which the chapter remains together without adjournment.

Minority vote - Less than half of the legal votes cast, unless otherwise specified in the rules of the chapter.

New business - Business that is brought up the first time for formal discussion.

Nomination - The suggesting of a person for an office. Since a nomination is not a motion, it does not require a second.

Order of business - The items of business arranged in the order they are to be considered by the chapter.

Out of order - Incorrect parliamentary procedure.

Parliamentary authority - The source of parliamentary information adopted by a chapter as its guide for deciding matters not covered in the constitution, bylaws, or rules of the chapter.

Pending question - The question before the chapter that has not been disposed of either permanently or temporarily.

Plurality - The largest number of votes cast for a candidate of measure.

Point of order - An incidental motion made for the purpose of calling attention to a violation of the rules or to a mistake in procedure.

Precedence - The rank of importance one motion has over another.

Privileged motion - Motions that affect the convenience of the assembly or one of its members. They take precedence of all other motions and may be offered while other questions are pending.

Question - An item of business before the chapter for consideration.

Recess - An intermission in a meeting without adjournment.

**Proxy** - This is a power of attorney by which Mr. X authorizes Mr. Y to act in Mr. X's absence. Proxy voting is not recommended for ordinary societies of volunteer memberships. It is designed for representative assemblies and stock corporations.

**Resolution** - A formal manner of presenting an item of business. Usually, the resolution is presented in writing.

**Second** - An indication by a member that he approves consideration of an item of business by the chapter.

**Special Committee** - A committee appointed or chosen by the chapter to perform some particular task and when this task is completed the committee is usually discontinued automatically.

**Standing Committee** - A committee that has certain duties and responsibilities with a certain subject area. The length of time the committee serves is usually the same as for officers of the chapter.

**Standing Vote** - A method of voting where members rise until they are counted.

**Two-thirds vote** - Two-thirds of the legal votes cast.

## ESSENTIALS FOR A SUCCESSFUL CHAPTER

A. A challenging program of work

B. Capable officers and leaders

C. Interested members

D. Distributed responsibility shared by all members

E. Proper equipment and records

F. A knowledge of DECA on the part of every member

The program of work carried on at the local level is the most important phase of the entire chapter structure. Both the State and National organizations originated from the grass roots of isolated, individual, local chapters.

It is at the local level that the greatest amount of member participation takes place.

The State and National organizations are dependent upon the local chapters. The total organizational chart should be viewed as a pyramid with the local chapters providing the firm foundation that supports the State organization which, in turn, is one of the blocks supporting the National organization. Authority passes from local to State and from State to National.

# GUIDELINE FOR CONDUCTING A MEETING

1. At least one well-planned meeting each month is needed to promote and carry out club business effectively. It should be possible for the president to call a special meeting when necessary.

2. The president and vice-president should try to give each club member a particular part in the club activities and should place as many students as possible on various committees. The chapter meetings are likely to be more successful when a number of students are involved in the activities.

3. To use time efficiently, club meetings should be easy to execute, interesting, and effective. One cannot stress the point enough that meetings must be carefully planned for the time period allotted.

4. Meetings should be conducted using parliamentary procdure, which allows democratic principles to be used and understood by the members.

5. Group participation is essential for developing leadership, cooperation, and citizenship among the club members.

6. The monthly meetings should be developed from an overall well-prepared annual program of various activities to be carried out throughout the year by the club (food baskets for needy families, fund raising projects, employer-employee banquet, etc.)

# FOUR BASIC PRINCIPLES

# OF

# PARLIAMENTARY PROCEDURE

1. JUSTICE AND COURTESY TO ALL
2. HANDLE ONE THING AT A TIME.
3. THE WILL OF THE MAJORITY PREVAILS.
4. THE RIGHTS OF THE MINORITY ARE PROTECTED.

THE BURDEN FALLS UPON THE PRESIDING OFFICER

# BASIC AUTHORITY OF AN ORGANIZATION IS VESTED IN --

1. LAWS OF A STATE BY ARTICLES OF INCORPORATION.
2. CONSTITUTION AND/OR BYLAWS AS ADOPTED BY THE ORGANIZATION.
3. STANDING RULES AS ADOPTED FROM TIME TO TIME.
4. PARLIAMENTARY AUTHORITY FOR RULING, GUIDANCE AND INTERPRETATION.

## LEADERSHIP

### SESSION 9

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will have an understanding to the use to the gavel, the order of business, the purpose of a motion, the types of mothion, the presentation of a motion and the methods of voting. | A. Demonstration of Parliamentary Procedures.<br>B. Role playing.<br>C. Read Handouts. |

# BASIC POWER OF AN ORGANIZATION

UNLESS DELEGATED TO AN OFFICER, A BOARD, OR A COMMITTEE BY THE ORGANIZATION'S BY-LAWS OR BY A FLOOR MOTION, THE BASIC POWER OF AN ORGANIZATION IS RETAINED BY THE GROUP.

BEST COPY AVAILABLE

## THE CHAIRMAN'S AUTHORITY

1. TO DECIDE THE ORDER OF SPEAKERS.
2. TO REFUSE TO RECOGNIZE MEMBERS WHO INTEND TO OBSTRUCT BUSINESS.
3. TO RESTRAIN SPEAKERS WITHIN THE LIMITS OF THE RULES.
4. TO ENFORCE GOOD DECORUM.
5. TO APPOINT COMMITTEES.
6. TO DECIDE POINTS OF ORDER.
7. TO VOTE; WHERE HIS VOTE WILL MAKE OR BREAK A TIE.
8. TO AVOID INFLUENCING THE VOTE BY PERSONAL COMMENT OR ACTION.
9. TO EXERCISE APPROPRIATE USE OF THE GAVEL.

# THE GAVEL

## A SYMBOL OF AUTHORITY

THE GAVEL IS USED TO:

1. CALL THE MEETING TO ORDER -- 3 TAPS
2. MAINTAIN ORDER -- 1 TAP
3. INDICATE THE APPROVAL OF BUSINESS -- 1 TAP
4. ADJOURN THE MEETING -- 1 TAP

# ORDER OF PRESENTING CHAPTER BUSINESS

1. Call to order--(Rap with gavel three times and say ''The meeting will now come to order'')

2. Roll Call--(''The secretary will now give the roll call'')

3. Minutes--(A. The secretary will now read the minutes'' ..
   B. Are there any corrections or additions? ...
   C. If so, instruct the secretary to make the correction or addition.
   D. If not, ''The minutes stand approved as read.''

4. Announcements--(''Are there any announcements that anyone would care to make at this time?'')

5. Officers' reports--(''We will now have reports from the officers in turn, and thank each as he finishes''.)

6. Committee's reports--(''We will now have reports from the committees'' call on each chairman in turn, and thank each as he finishes.)

7. Unfinished business--(''Is there any unfinished business?'' If so, act on each in turn)

8. New business--(''Is there any new business?'' If so, act on each in turn)

9. Program--(''I will now turn the meeting over to our program chairman, Name of Student )

10. Adjournment--(''If there is no further business to be discussed, Rap with gavel one time and say ''The meeting is now adjourned.'')

# SUGGESTED ORDER
# OF BUSINESS

1. CALL TO ORDER
2. ROLL CALL
3. MINUTES
4. ANNOUNCEMENTS
5. OFFICER'S REPORTS
6. WORKING GROUPS' REPORTS
7. UNFINISHED BUSINESS
8. NEW BUSINESS

## THE PURPOSE OF A MOTION

THE PURPOSE OF A MOTION IS TO PRESENT THE OPINION OF, OR ACTION PROPOSED BY, ONE MEMBER (OF THE GROUP) FOR THE CONSIDERATION OF THE ENTIRE ORGANIZATION AND ULTIMATELY FOR THEIR VOTE.

## THE FOUR TYPES OF MOTIONS ARE:

1. MAIN MOTION - THE MOTION THAT PRESENTS AN ITEM OF BUSINESS TO THE CHAPTER AND ITS CONSIDERATION.
2. INCIDENTAL MOTION - MOTIONS THAT ARISE FROM A PENDING QUESTION RELATED TO THE MAIN MOTION OR TO A VIOLATION OF RULES OR TO A MISTAKE IN PROCEDURE.
3. PRIVILEGED MOTION - A MOTION THAT AFFECTS THE CONVENIENCE OF THE ASSEMBLY OR ONE OF ITS MEMBERS.
4. SUBSIDIARY MOTION - A MOTION TO TABLE OR DELAY A MAIN MOTION.

## HOW A MOTION IS PRESENTED

1. A MEMBER RISES AND ADDRESSES THE PRESIDENT.

   (EXAMPLE: "MR. PRESIDENT")

2. A MEMBER IS RECOGNIZED BY THE PRESIDENT.

   ("THE CHAIR RECOGNIZES JOHN JONES")

3. A MEMBER STATES THE MOTION

   ("I MOVE THAT ......" NEVER SAY "I MAKE A MOTION").

4. A MEMBER SECONDS THE MOTION

   ("MR. PRESIDENT, I SECOND THE MOTION")

5. THE PRESIDENT STATES THE MOTION TO THE CHAPTER. HE ALSO STATES WHETHER IT IS DEBATABLE OR AMENDABLE.

   ("THIS MOTION CAN BE DEBATED BUT CANNOT BE AMENDED. IT REQUIRES A MAJORITY VOTE. IT IS NOW OPEN FOR DISCUSSION ...")

   OR

   "THE MOTION BEFORE THE CHAPTER IS . . . . THIS MOTION CANNOT BE AMENDED. IT REQUIRES A TWO-THIRDS VOTE. WE WILL NOW VOTE."

   OR

   "IT HAS BEEN MOVED AND SECONDED THAT . . . . THIS MOTION CAN BE DEBATED BUT CANNOT BE AMENDED. IT IS NOW OPEN FOR DISCUSSION."

6. ONCE A MOTION HAS BEEN PRESENTED FOR DISCUSSION, A MEMBER MAY OFFER REMARKS RELEVANT TO THE QUESTION AFTER FIRST OBTAINING THE FLOOR. THE MEMBER IS THEN PERMITTED TO DISCUSS ONLY THE QUESTION UNDER CONSIDERATION.

7. WHEN IT APPEARS THAT DEBATE ON A QUESTION IS COMPLETED, THE PRESIDENT SHOULD ASK: "IS THERE ANY FURTHER DISCUSSION?"

O R

"ARE YOU READY FOR THE QUESTION?"

# METHODS OF VOTING

1. BY VOICE - THIS METHOD IS THE REGULAR METHOD OF VOTING ON ANY MOTION THAT DOES NOT REQUIRE MORE THAN A MAJORITY VOTE FOR ITS ADOPTION. IT IS NOT EMPLOYED ON MOTIONS REQUIRING A TWO-THIRDS VOTE OR WHERE AN EXACT COUNT OF VOTES IS NEEDED.

   THE CORRECT FORM IS FOR THE CHAIRMAN TO SAY, "ALL THOSE IN FAVOR OF THE MOTION SAY 'AYE'." AFTER THIS VOTE IS RECORDED, HE SAYS, "ALL OPPOSED SAY 'NO'." IT IS INCORRECT TO SAY, "ALL IN FAVOR SAY 'AYE'. ALL NOT IN FAVOR, SAME SIGN."

2. BY RAISING OF HANDS - MAY BE USED FOR MOTIONS THAT REQUIRE A TWO-THIRDS VOTE FOR ITS ADOPTION. WHEN VOTES ARE TO BE COUNTED, THE CHAIRMAN ASKS THE SECRETARY TO HELP HIM CHECK THE TALLY. HE SHOULD ALSO ASK MEMBERS TO KEEP THEIR HANDS RAISED UNTIL HE FINISHES HIS TABULATION.

3. BY STANDING - MAY BE USED FOR MOTIONS THAT REQUIRE A TWO-THIRDS VOTE FOR ITS ADOPTION. WHEN A CLOSE VOTE IS EXPECTED, AND THE COUNT MAY BE DIFFICULT, HE ASKS THE MEMBERS TO STAND SO HE CAN BE SURE OF ACCURACY.

4. BY BALLOT - IF A SECRET VOTE IS NEEDED, ANY MEMBER MAY MOVE TO VOTE BY BALLOT. THIS BECOMES A REGULAR MOTION FROM THE FLOOR TO BE SECONDED AND APPROVED BY A MAJORITY.

5. BY ROLL CALL- IN LARGER ASSEMBLIES, WHEN A RECORD OF EACH VOTE IS REQUIRED, THE ROLL IS CALLED AND EACH MEMBER'S VOTE IS RECORDED AFTER HIS NAME BY THE SECRETARY.

## HOW A MEMBER

## SECONDS A MOTION

A MEMBER SECONDS THE MOTION BY USING THE COMMON EXPRESSIONS, "I SECOND THE MOTION", OR "I SECOND IT", OR EVEN, "SECOND". A MEMBER DOES NOT NEED TO OBTAIN THE FLOOR TO SECOND A MOTION.

# LEADERSHIP

## SESSION 10

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will be able to amend a motion, table a motion, to adjourn a meeting, to appeal a motion or action, to refer a motion to a committee, to reconsider a motion or action, to take from the table, to suspend the roles, and to accept a report. | A. Demonstrations.<br>B. Role playing<br>C. Read Handouts. |

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## NINE ACTIONS THAT MOTIONS CAN DEMAND

1. TO AMEND ANOTHER MOTION
2. TO TABLE A MOTION
3. TO ADJOURN
4. TO APPEAL A MOTION OR ACTION
5. TO REFER TO COMMITTEES
6. TO RECONSIDER A MOTION OR ACTION
7. TO TAKE FROM THE TABLE
8. TO SUSPEND THE RULES
9. TO ACCEPT A REPORT

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# AMENDMENTS

**PURPOSE:**

THE PURPOSE OF AN AMENDMENT IS TO CHANGE THE PURPOSE OF THE ORIGINAL MOTION, AND TO SECURE A VOTE UPON THIS CHANGE.

**WHY AMENDMENTS ARE NECESSARY**

A. THE AMENDMENT OF A MOTION MAY RESULT FROM A CHANGE OF OPINION WHICH RESULTS FROM THE DISCUSSION OF THE ORIGINAL MOTION.

B. THE AMENDMENT MAY RESULT FROM A DIFFERENCE OF OPINION AS TO WHAT THE ORIGINAL MOTION SHOULD HAVE EMBRACED.

**METHODS OF MAKING AMENDMENTS:**

1. BY ADDING WORDS
2. BY STRIKING OUT WORDS
3. BY STRIKING OUT CERTAIN WORDS
4. BY SUBSTITUTING A DIFFERENT MOTION ON THE SAME SUBJECT FOR THE MOTION ALREADY PROPOSED.
5. BY DIVIDING THE MOTION INTO TWO OR MORE MOTIONS, SO A SEPARATE VOTE CAN BE MADE (THIS IS A VERY GOOD METHOD TO USE IN CLUB MEETINGS. MANY TIMES MEMBERS WILL WANT TO DISCUSS A DINNER AND DANCE, OR A BANQUET AND THE ARRANGEMENTS FOR ENTERTAINMENT. THIS METHOD ALLOWS THE HOUSE TO VOTE

ON ONE ITEM WITHOUT BUYING THE ENTIRE PACKAGE. MANY TIMES "THINGS" ARE PUT OVER ON US BECAUSE WE VOTE ON A MOTION BECAUSE WE LIKE A PART OF THE PURPOSE.)

## PROCEDURE

AFTER A MOTION AND A SECOND HAS BEEN MADE, A MEMBER MAY OFFER AN AMENDMENT EITHER BEFORE, DURING OR FOLLOWING THE DISCUSSION.

ORIGINAL MOTION

FIRST RANK AMENDMENT

SECOND RANK AMENDMENT

A FIRST RANK AMENDMENT MUST BE RELATED TO THE ORIGINAL MOTION.

A SECOND RANK AMENDMENT MUST BE RELATED TO THE FIRST RANK AMENDMENT.

ONLY ONE AMENDMENT OF EACH RANK MAY BE UNDER CONSIDERATION AT ANY TIME.

WHEN AN AMENDMENT IS ACCEPTED OR DEFEATED, ANOTHER ONE OF THE SAME RANK MAY BE MADE.

## VOTING SEQUENCE:

DEBATE OF AN AMENDMENT, (FIRST RANK AND/OR SECOND RANK), IS CONTROLLED JUST AS THE DEBATE OF THE ORIGINAL MOTION.

IN PRESENTING AN AMENDMENT FOR VOTE, THE FOLLOWING PROCEDURE IS USED:

1. THE SECOND RANK AMENDMENT, (AMENDMENT TO THE AMENDMENT). WHEN PENDING, IS VOTED ON FIRST.
2. THE FIRST RANK AMENDMENT, (AMENDMENT TO THE ORIGINAL MOTION), IS VOTED ON NEXT.
3. THE ORIGINAL MOTION IS VOTED ON LAST.

**NOTE:** OBVIOUSLY, A NEGATIVE VOTE ON ANY ONE OF THE THREE KILLS AFFIRMATIVE VOTES PREVIOUSLY TAKEN IN THE SERIES.

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# APPEAL FROM THE DECISION OF THE CHAIR

**APPEAL** - TO MAKE AN URGENT REQUEST FOR A DECISION.

## PURPOSE OF APPEAL

APPEAL FROM THE DECISION OF THE CHAIR PROTECTS THE MAJORITY OF THE MEMBERS OF AN ORGANIZATION FROM THE CHAIRMAN CONTROLLING THE ACTION OF THE GROUP. THIS IS ESPECIALLY IMPORTANT WHEN THE CHAIRMAN IS IN ERROR.

## PROCEDURE OF APPEAL

1ST MEMBER - "MR. CHAIRMAN, I APPEAL FROM THE DECISION OF THE CHAIR." (MEMBER DOES NOT HAVE TO BE RECOGNIZED BY THE CHAIR).

2ND MEMBER - "MR. CHAIRMAN, I SECOND THE MOTION."

CHAIRMAN - "AN APPEAL HAS BEEN TAKEN FROM THE DECISION OF THE CHAIR. THIS MOTION CAN BE DEBATED BUT CANNOT BE AMENDED."

## RESTRICTIONS OF APPEAL

1. REQUIRES A SECOND
2. CANNOT BE AMENDED
3. REQUIRES A MAJORITY OR A TIE VOTE TO SUSTAIN (UPHOLD) THE DECISION OF THE CHAIR. IF THE PRESIDING OFFICER

IS A MEMBER OF THE ASSEMBLY, HE CAN VOTE TO CREATE A TIE AND THUS SUSTAIN HIS DECISION.

4. MUST BE DECIDED IMMEDIATELY.
5. CANNOT BE APPLIED TO A MOTION.

## REFERRING A MOTION TO WORKING GROUPS OR SPECIAL COMMITTEES

1. Kinds of working groups - There are two main types, working groups and special committees.

   The duty of a working group is to perform all work concerning a certain area that may be assigned to it over a fixed period of time. The period of time usually runs the same as the terms of the officers. A working group enables the club to have a ready and experienced group to carry out tasks which may be delegated to it. An example of a working group would be one to consider new ideas and organize fund raising activities for the club.

   A special committee is appointed to perform specific tasks and ceases to exist after it submits its final report. However, the club may delegate additional work to the working group, where it will continue to function until it has completed the new work and submitted a report. A working group to look into the purchase of a camera for the club would be an example of a special committee.

2. Purpose - There are a number of advantages to referring a motion to a working group. First, it enables the working group to secure more information about the items of business. Second, a more informal procedure is possible because of the smaller number present. Third, it enables delicate and troublesome questions to be studied or investigated without publicity. Fourth, a longer time may be devoted to each subject.

   The member who proposes that a motion be referred to a working group may specify whether the item of business is to be referred to a special or working group. If the item is to be referred to a special committee, he may specify the number of members on the working group, how the members are to be selected, who is to be the chairman, and instructions to the working group. Or these actions may be taken by amending the motion to refer to a working group.

   Amendments pending to a motion referred to a working group accompany the motion. An item of business referred to a working group may be withdrawn from the working group by the club at any time it wishes to dispose of the question. This may be done by either a motion to reconsider the vote to refer to a working group provided the working group has not yet taken up the question or to discharge the working group after it has taken up the question would require a two-thids vote.

3. Procedure for referring to a working group - The president may accept a main motion. During the discussion a member may obtain the floor and state: ''I move that we refer the motion to a working group of three to be appointed by the president. . . or . . . to the working group on . . . or . . . to a working group consisting of . . . ''

Another member must second the motion. The president then states: ''The motion before the club is that we refer this motion to a working group or three to be appointed by the president. The motion can be debated as to the desirability of referring the questions to a working group, and it can be amended. It requires a majority vote. It is now open for discussion.''

4. RESTRICTIONS ON REFERRING A MOTION TO WORKING GROUP

    1. REQUIRES A SECOND.

    2. REQUIRES A MAJORITY VOTE.

    3. TAKE PRECEDENCE OVER THE MOTION TO AMEND AND POSTPONE INDEFINITELY.

    4. CAN BE DEBATED ONLY IN REGARD TO THE PROPRIETY OF REFERRING THE MOTION TO A WORKING GROUP.

    5. CAN BE AMENDED.

    6. CAN BE RECONSIDERED IF THE WORKING GROUP HAS NOT TAKEN UP THE SUBJECT. THE WORKING GROUP CAN BE DISCHARGED AT ANY TIME BY A TWO-THIRDS VOTE.

    7. CAN BE APPLIED TO MAIN MOTIONS.

    8. CAN HAVE APPLIED TO IT ONLY THE MOTION TO AMEND, TO CLOSE OR LIMIT DEBATE, OR TO WITHDRAW.

    9. CANNOT BE LAID ON THE TABLE OR POSTPONED EXCEPT IN CONNECTION WITH THE MAIN MOTION.

## INFORMATION ON MOTIONS TO REFER TO A WORKING GROUP

| KIND OF MOTION | Requires Second | Debatable | Amendable | Requires Majority Vote | Be Reconsidered | Remarks |
|---|---|---|---|---|---|---|
| Refer to Special Committee | Yes | Yes | Yes | Yes | * Yes | *Cannot be reconsidered after committee has taken up subject, but by two-thirds vote the committee may be discharged at any time. |
| Refer to Working Group | Yes | Yes | Yes | Yes | * Yes | |

## TABLING A MOTION

### PURPOSE

A MOTION TO LAY AN ITEM OF BUSINESS ON THE TABLE IS TO PROVIDE A TEMPORARY DELAY. THIS MEANS THAT THE ITEM IS SET ASIDE TO A LATER TIME.

### REASONS FOR TABLING A MOTION

1. THOSE IN FAVOR OF A MOTION MAY NOT BE SURE OF THEIR ABILITY TO WIN AND MAY WANT TIME TO GAIN SUPPORT.
2. THE OPPOSING SIDE MAY WANT TO PUT THE MOTION ASIDE, SO AS TO STOP ALL DEBATE ON THE SUBJECT AT THAT TIME.
3. THE MEMBERS THAT ARE DISCUSSING A PARTICULAR ITEM OF BUSINESS MAY LACK PERTINENT INFORMATION AND NEED TIME TO GAIN THIS INFORMATION.
4. MORE URGENT BUSINESS MAY ARISE THAT NEEDS TO BE TAKEN CARE OF.
5. THE MEMBERS MAY WANT TO DISCUSS THE ITEM AMONG THEMSELVES OUTSIDE THE MEETING IN A LESS STRUCTURED ATMOSPHERE.

### PROCEDURE

1. A MEMBER GAINS THE FLOOR AND MOVES THAT THE MOTION BE LAID ON THE TABLE.

2. A SECOND MEMBER MUST SECOND THE MOTION.

3. THE PRESIDING OFFICER TAKES A VOTE IMMEDIATELY.

RESTRICTIONS

1. REQUIRES A SECOND
2. REQUIRES A MAJORITY VOTE
3. CANNOT BE DEBATED
4. CANNOT BE AMENDED
5. CANNOT BE RECONSIDERED
6. IF THE ITEM IS TABLED, THE ORIGINAL MOTION PLUS ALL OTHER MOTIONS AND AMENDMENTS PERTAINING TO IT ARE ALSO TABLED.

# TAKING AN ITEM OF BUSINESS FROM THE TABLE

## PURPOSE

A MOTION TO TAKE AN ITEM OF BUSINESS OFF THE TABLE IS TO BRING ABOUT THE CONSIDERATION, ONCE AGAIN, OR AN ITEM PREVIOUSLY LAID ASIDE.

## WHEN AN ITEM CAN BE TAKEN OFF THE TABLE

1. NO QUESTION IS ACTUALLY PENDING.
2. UNFINISHED BUSINESS IS BEING TAKEN UP.
3. NEW BUSINESS IS IN ORDER.
4. SOME OTHER BUSINESS HAS BEEN TRANSACTED SINCE IT WAS LAID ASIDE.
5. THE REASON FOR THE DELAY WAS TO TAKE UP MORE URGENT BUSINESS, AS SOON AS THIS URGENT BUSINESS IS DISPENSED WITH.

## PROCEDURE

1. A MEMBER GAINS THE FLOOR AND MOVES THAT THE MOTION BE TAKEN FROM THE TABLE.
2. A SECOND MEMBER SECONDS THE MOTION.
3. THE PRESIDING OFFICER THEN TAKES A VOTE IMMEDIATELY.
4. IF THE "YEAS" HAVE IT, THE MOTION IS THEN CONSIDERED BY THE GROUP.
5. IF THE "NOES" HAVE IT, THE MOTION FAILS

RESTRICTIONS AND RULES

1. REQUIRES A SECOND.
2. REQUIRES A MAJORITY VOTE.
3. CANNOT BE DEBATED.
4. CANNOT BE AMENDED.
5. TAKES PRECEDENCE IF NO PENDING QUESTION.
6. HAS THE RIGHT-OF-WAY IN PREFERENCE TO MAIN MOTIONS IF NO OTHER BUSINESS IS PENDING.
7. NO SUBSIDIARY MOTION CAN BE APPLIED TO IT.
8. CANNOT BE RENEWED UNTIL SOME OTHER BUSINESS HAS BEEN TRANSACTED SINCE IT WAS LOST.
9. CANNOT BE RECONSIDERED.
10. CANNOT BE RENEWED REPEATEDLY IF LOST.
11. IF CARRIED, CAN BE LAID ASIDE AGAIN AFTER DEBATE BEGINS.

# RECONSIDER A MOTION

## PURPOSE

TO BRING BEFORE THE ASSEMBLY A MOTION WHICH WAS ONCE VOTED UPON, BUT BECAUSE OF NEW INFORMATION, A MEMBER WISHES TO CHANGE HIS VOTE. HE, TOO, FEELS THAT SOME OTHER MEMBERS SHOULD LIKE TO CHANGE THEIR VOTES ALSO.

## WHEN A MOTION CAN BE RECONSIDERED

A MOTION TO RECONSIDER MAY BE RECONSIDERED LATER DURING THE CURRENT MEETING, OR IT MAY BE RECONSIDERED AT THE SUCCEEDING ASSEMBLY. THIS ACTION APPLIES TO THE VOTE ON EVERY QUESTION, EXCEPT A MOTION TO ADJOURN, A MOTION TO SUSPEND THE RULES, OR A MOTION ON AN AFFIRMATIVE VOTE TO LAY ON THE TABLE OR TO TAKE FROM THE TABLE.

## RESTRICTIONS AND RULES

1. CAN ONLY BE BROUGHT UP BY A MEMBER OF THE WINNING SIDE.
2. REQUIRES A SECOND WHICH CAN BE MADE BY ANY SIDE.
3. IS DEBATABLE ONLY IF THE ORIGINAL MOTION IS DEBATABLE.
4. IS NOT AMENDABLE.
5. REQUIRES A MAJORITY VOTE.
6. CANNOT BE RECONSIDERED.

# PARLIAMENTARY PROCEDURE

| Kind of Action | Is it in order when someone has the floor? | Does it require a second? | Is it debatable? | Can it be amended? | Is a vote required? | What majority vote is needed? |
|---|---|---|---|---|---|---|
| **Privileged** | | | | | | |
| To call for the order of business | Yes | No | No | No | No | --- |
| To adjourn | No | Yes | No | No | Yes | Majority |
| To take a recess | No | Yes | No | Yes | Yes | Majority |
| **Subsidiary** | | | | | | |
| To lay a motion on the table | No | Yes | No | No | Yes | Majority |
| To move the previous question, close debate | No | Yes | No | No | Yes | Two-thirds |
| To postpone a motion --to a definite time | No | Yes | Yes | Yes | Yes | Majority |
| -- indefinitely | No | Yes | Yes | No | Yes | Majority |
| To refer a motion to a committee | No | Yes | Yes | Yes | Yes | Majority |
| To amend a main motion, amendment, or amendment to the amendment | No | Yes | Yes | Yes | Yes | Majority |
| To reconsider a motion | No | Yes | Yes, if original motion debatable | No | Yes | Majority |
| To appeal decision of the chair | Yes | Yes | Yes | No | Yes | Majority |

## LEADERSHIP

### SESSION 11

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will be able to demonstrate their ability to conduct a business meeting utilizing correct parliamentary procedures. | A. DECA - Parliamentary Procedures contest. |
| | B. Handout. |
| | C. Evaluation. |

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# THE PARLIAMENTARY PROCEDURES CONTEST

**Purpose:** To demonstrate the chairman's ability to conduct a business meeting in a democratic manner and allow members of the team to participate in the meeting using correct parliamentary procedure techniques.

**Specifications:** Each club is authorized one team and a team shall consist of not less than four members, nor more than eight members.

The secretary will record the proceedings of the contest meeting and submit them to the judges within one hour after the team finishes the contest. The secretary may not receive assistance from anyone in the preparation of the minutes. Team members are to be excluded from the typing room. The minutes can be typed or written in eligible handwritten form. If typewriters are needed they must be provided by each chapter team.

Each team will be limited to the maximum of 15 minutes during the contest. An additional 5 minutes will be allowed for each team for questions by the judges. These questions will be directed to the chairman who may answer them or direct other team members to do so. Questions of the judges will have reference to parliamentary procedure and may not necessarily be related to the abilities displayed during the contest. Judges will ask the same questions of each team.

Each team will be given an assignment sheet containing three subjects, each subject to be used to demonstrate a variety of abilities in parliamentary procedure. This becomes the order of business for each group. Each team will be allowed a preparation period of 15 minutes immediately preceding their appearance for the contest.

The team will be expected to carry on the meeting according to correct parliamentary procedure beginning with the call to order. You may assume that after the call to order that the secretary will read the first item of business from the assignment sheet and you may proceed directly with the skills you are asked to demonstrate during the preparation period. Remember, if everyone agrees in the group, parliamentary procedure is not necessary.

Robert's Rules of Order, Revised will be the authority for this contest. Each member of the team may have one 3 x 5 note card during presentation but may not refer to the authority during the presentation.

Samples of subject and abilities would be as follows:

| | Subjects | Abilities |
|---|---|---|
| 1. | Employer-Employee Banquet | To make and act on a main motion. |
| 2. | State Convention Planning | To present and act on a resolution. To make an act on a motion to prefer to a committee. |
| 3. | Money-making Project | To make and act on a main motion. Amend motion before acting on the motion. |

**Entries:** Post Secondary: Each chapter will be limited to one team

Open observation for all.

Things to check - A complete order of business.

1. Secretary Minutes
   Treasurer's Report
   Committee Reports etc.

2. How to dispense from these reports.

## Judge's Rating Sheet
## THE PARLIAMENTARY PROCEDURES CONTEST

TEAM NUMBER ______________________________ FINAL PLACE __________

SCHOOL NAME ______________________________ City ____________________

---

DIRECTIONS: Judge #1 score only items 1, 2, 3
Judge #2 score only item 4
Judge #3 score only items 5, 6

Two (2) points will be deducted for each minute or fraction of a minute in excess of fifteen.

---

| | POOR | FAIR | GOOD | EXCELLENT | JUDGE'S SCORE |
|---|---|---|---|---|---|
| 1. Chairman's presiding ability | 0-1-2 | 3-4-5 | 6-7-8 | 9-10 | ______ |
| 2. Secretary's participating ability - minutes of contest meeting | 0-1 | 2-3 | 4 | 5 | ______ |
| 3. Clarity of business transactions | 2-3-4 | 6-7-8 | 10-11-12 | 13-14-15 | ______ |
| 4. Correctness of all transactions | 5-7-9 | 11-13-15 | 21-23-25 | 27-28-30 | ______ |
| 5. General participation by members | 2-3-4 | 6-7-8 | 10-11-12 | 13-14-15 | ______ |
| 6. Power of expression-voice, stage presence, and appearance | 2-3-4 | 6-7-8 | 10-11-12 | 13-14-15 | ______ |
| | | TOTAL POINTS | | | ______ |

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

POINTS FOR RESPONSE TO JUDGES QUESTIONS:

(each judge is requested to score own questions only, 10 points per judge - 30 points maximum)

Time ______

Deductions ______

Question Points ______

TOTAL TEAM POINTS ______

# LEADERSHIP

## SESSION 12

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will have an understanding of the purpose and the major points in a Constitution. | A. Handouts. |
| 2. The student will understand the rules in changing a Constitution. | |
| 3. The student will have an understanding of the Bylaws of a Constitution and the procedure for changing Bylaws. | |

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION
Affiliated with Distributive Education Clubs of America
Sponsored by
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

# CONSTITUTION OF WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION

## Article I - Name

**Section 1.** The name of the organization will be the Wisconsin Distributive Education Association. The letters WDEA may be officially used to designate the association, its chapters, and members.

## Article II - Purpose

**Section 1.** This association is an organization of students enrolled in post high school distributive education programs functioning through local clubs of the Wisconsin Schools of Vocational, Technical and Adult Education. It serves the welfare of its members in the following ways:

1. By assisting local chapter of Wisconsin Distributive Education Association in their growth and development in DECA.

2. To uphold the purpose of Distributive Clubs of America which are:

    a. To develop leadership in the field of distribution.

    b. To develop a sense of individual responsibility.

    c. To provide opportunities for intelligent career choice in distribution.

    d. To allow practical application of Marketing and Distributive Education through competition.

    e. To encourage use of ethical practices in business.

    f. To allow opportunity to appreciate and implement the unenforceable obligations of citizenship.

    g. To provide for mental and physical health through satisfactory social and recreational activities.

    h. To engender a healthy respect for education.

i. To create and nurture an understanding of our free, competitive enterprise system.

j. To develop an appreciation of civic and social obligations of those engaged in distribution.

3. To coordinate national, state, and local activities in the best interest of WDEA members.

## Article III - Organization

**Section 1.** The Wisconsin Distributive Education Association is an association of local distributive education chapters of the State of Wisconsin.

**Section 2.** The over-all administrative organization shall be composed of the Board of Governors which shall be responsible for the general administration of The Wisconsin Association of The Distributive Education Clubs of America.

a. The Board of Governors will consist of three members. One student will represent distributive education clubs. The second will be the State Advisor and the third, a representative of the Distributive Education Chapter Advisor who is actively engaged and interested in WDEA activities. The student member shall be the elected president of WDEA.

b. The Board of Governors shall be elected to a term of one year.

**Section 3.** The Board of Governors shall be empowered to operate through the executive council, its officers, and such committees as the committee on publications, the membership committee, the State Leadership Conference committee, the public relations committee and other committees that the Board from time to time shall deem wise to create.

a. The voting membership of the executive council shall be the president, the vice-president and the secretary-treasurer of the Wisconsin Association of the Distributive Education Clubs of America. The chairmen of the committee on publications, public relations, membership and conventions shall be ex-officio, non-voting members of the executive council.

b. The executive council with the approval of the Board of Governors shall be empowered to call special meetings and approve and carry out the responsibilities assigned them by the Board of Governors and this constitution.

Section 4. The chapter advisor of the committee chairman shall automatically become advisor to that committee.

Section 5. A charter shall be issued to local DECA clubs by the executive council of The Wisconsin Association of the Distributive Education Clubs of America.

## Article IV - Membership

Section 1. The Wisconsin Association will consist of the chapters located within the state, and each chapter will consist of individual student members.

Section 2. WDEA will recognize individual memberships only through a local chapter. Individual memberships of State Associations' Local Chapters will be recognized as Active Members, or Affiliated Members, Associate, Professional or Honorary Life Members.

Active Members shall be students enrolled in a full-time Post High School program of Distributive Education as approved by the Wisconsin Board of Vocational, Technical and Adult Education. An Active Member must pay dues as established by WDEA, and will be eligible to hold state office, participate in state contests, serve as a Voting Delegate or to otherwise represent his chapter in WDEA affairs as approved by his State Association.

Affiliated Members

Associate Members shall be students enrolled in a post high school preparatory class which is considered a part of the Distributive Education program as approved by the Wisconsin Board of Vocational, Technical and Adult Education. Associate members will pay dues as established by WDEA, but will be ineligible to hold state or national office, to participate in national contests, or to serve as state or national Voting Delegates.

Professional Members - Professional membership may be extended to persons associated with or participating in the professional development of WDEA. Such members may include Teacher Coordinators, Teacher-Educators, and DE supervisors; persons enrolled in DE Pre-Service Teacher-Education programs; employers and/or training station sponsors of DE students; advisory committee members, and others willing to contribute to WDEA growth and development. Professional members will pay dues as established by WDEA, but will be ineligible to serve as state Voting Delegates, hold state office or otherwise represent the Wisconsin Distributive Education Association in National DECA.

Honorary Life Members - State Honorary Life Membership may be extended to any individual making a contribution to the field of marketing and distribution, or to WDEA, by approval of the Executive Council and the state advisor.

### Article V - Voting

Section 1. Local chapters shall exercise their voting privileges through state Voting Delegates at the State Leadership Conference. Each chapter will be allowed one Voting Delegate, plus one additional Voting Delegate for each ten active members or major fraction thereof. Each Voting Delegate will be entitled to one vote.

### Article VI - Meetings

Section 1. A State Leadership Conference shall be held each year, with the time and place to be selected by the Executive Council with approval by the state advisor. This State Leadership Conference shall be the official annual meeting of WDEA.

Section 2. Parliamentary procedure of all meetings will be governed by Robert's Rules of Order, Revised.

Section 3. The Executive Council with the approval of the state advisor shall be empowered to call special meetings.

### Article VII - Officers

Section 1. Officers for this association shall be elected by majority vote of the Voting Delegates of each chapter at the State Leadership Conference of WDEA, and shall consist of a President, Vice-President, Secretary-Treasurer, Parliamentarian, and Historian, the group collectively to be known as the Executive Council for WDEA. In addition to the executive council, four regional vice-presidents shall be elected at the annual Regional Banquet by a majority vote of the chapter voting delegates of their respective regions.

Section 2. Officers elected at the State Leadership Conference shall be President, Vice-President, Secretary-Treasurer, Parliamentarian, and Historian, and they will continue to hold office until the close of the next State Leadership Conference. The Regional Vice-Presidents shall be elected at the annual Regional Banquet and will continue to hold office until the next annual Regional Banquet.

### Article VIII - Advisors

Section 1. The Teacher-Coordinator of Distributive Education at each school with a chapter affiliated with WDEA will be responsible for the chapter in accordance with this constitution.

# NATIONAL CONSTITUTION AND BY-LAWS

This revised National Constitution and Bylaws of the Distributive Education Clubs of America was approved by the Voting Delegates of the State Associations on April 23, 1970 (High School Division National Leadership Conference) and May 3, 1970 (Junior Collegiate Division National Leadership Conference) in Minneapolis, Minnesota.

## ARTICLE I - NAME & PURPOSE

Section 1. The official name of this organization shall be "Distributive Education Clubs of America" and may be referred to as "DECA."

Section 2. The purposes of this organization are (1) to assist Chartered Associations of DECA in their growth and development; (2) to complement and enrich the development of occupational competence necessary for careers in marketing and distribution; and (3) to promote understanding and appreciation for the responsibilities of citizenship in our private competitive enterprise system.

## ARTICLE II - ORGANIZATION

Section 1. The Distributive Education Clubs of America is an organization of Chartered Associations, each operating in accordance with a Charter granted by DECA, Incorporated.

Section 2. Each Chartered Association of DECA will be responsible for all operational activities within that state, territory or equivalent geographic unit.

Section 3. The administration of all National DECA interests will be vested in the Board of Directors of DECA, Incorporated.

Section 4. DECA will be composed of five Divisions: (1) a High School Division, (2) a Junior Collegiate Division, (3) a Collegiate Division, (4) an Alumni Division, and (5) a Professional Division. Each Division may have an Executive Council of Officers to be elected annually by the Voting Delegates of that Division, and may make recommendations to the Board of Directors with respect to the welfare of that Division in the best interest of DECA.

## ARTICLE III - MEMBERSHIP

Section 1. The members of DECA, Incorporated shall be the Chartered Associations. An Association will consist of DECA Chapters located within a state, territory or equivalent geographic unit. Each Chapter will consist of individual members as described in the Bylaws of that Division.

Section 2. The Association of any state, territory or equivalent geographic unit may be chartered as a member of DECA, Incorporated, upon approval of the Board of Directors of DECA, Incorporated.

## ARTICLE IV - VOTING

Section 1. Member Associations shall exercise their voting privileges through Voting Delegates at the annual meeting of each respective Division of DECA. Apportionment of the number of Voting Delegates will be determined annually as described in the Bylaws of each Division. Voting Delegates will be entitled to individual vote, as described in the Bylaws of that Division.

## ARTICLE V - MEETINGS

Section 1. A National Leadership Conference for annual meetings of each Division may be held each year with the time and place to be designated by the Board of Directors of DECA, Incorporated.

Section 2. Parliamentary procedure for all meetings of DECA shall be governed by Robert's Rules of Order Revised.

## ARTICLE VI - NATIONAL OFFICERS

Section 1. Officers for each Divivion of DECA shall be elected by majority vote of the Voting Delegates at the National Leadership Conference of that Division and may consist of a President, a Vice President, a Secretary-Treasurer, and other necessary officers, as described in the Bylaws of each Division. Duties of each officer will be as described in the Bylaws of that Division.

Section 2. Individuals elected as National Officers at one annual meeting will hold office until the close of the next annual meeting. No individual may hold a National Office in more than one Division of DECA at the same time.

## ARTICLE VII - ADVISORS

Section 1. The Head Supervisor of Distributive Education or his Appointed Representative of any Chartered Association affiliated with DECA, Incorporated will be responsible for that Association as described in the Articles of Incorporation of DECA, Incorporated.

Section 2. Advisory groups to assist DECA growth and development may be appointed as deemed necessary by the Board of Directors.

## ARTICLE VIII - FINANCES

Section 1. Chartered Associations will be responsible for national dues according to the number of individual members claimed in each membership division, times the amount of dues established for that membership classification as described in the Bylaws.

Section 2. The Board of Directors of DECA, Incorporated will manage all DECA finances and will furnish an annual audit to each Chartered Association.

## ARTICLE IX - EMBLEM AND COLORS

Section 1. The emblem of DECA shall be a diamond-shaped design as described and protected from infringement by Trade Mark Numbers 652,076 and 663,265, as filed with the Patent Office of the United States Department of Commerce. The wearing and use of this emblem as it applies to each Division of DECA will be governed through each Chartered Association under policy established by the Board of Directors.

Section 2. The colors of DECA shall be blue and gold.

## ARTICLE X - AMENDMENTS

Section 1. To amend this constitution, a proposed amendment must be submitted in writing by the Chartered Association proposing the amendment to all Chartered Associations and to the President of DECA, Inc., at least sixty (60) days prior to a Division's annual meeting. The proposed amendment must then be considered and approved for ratification by a three-fourths majority of the Voting Delegates present at that Division's annual meeting. Within sixty days after the annual meeting, all Chartered Associations must be notified by the President of DECA, Inc., of the amendment, or amendments, approved for ratification. The amendment, or amendments, approved for ratification must then be ratified by written ballot to the President of DECA, Inc., by a two-thirds majority vote of all Chartered Associations no later than ten days prior to the next annual meeting. Any amendment, or amendments, receiving the two-thirds majority approval at any time within the time prescribed will be in effect immediately and will be made known to all Chartered Associations by the President of DECA, Inc.

Section 2. Each Chartered Association will have one vote for the purpose or ratification of an amendment, or amendments.

Section 3. Any Chartered Association not responding with a written ballot within the prescribed time will be considered as casting a negative vote.

# HIGH SCHOOL DIVISION BYLAWS

## HS - BYLAWS I - NAME

Section 1. The official name of this Division shall be the High School Division of DECA.

## HS - BYLAW II - MEMBERSHIP

Section 1. DECA will recognize individual membership in the High School Division only through a Chartered Association and its local Chapters. Each Chartered Association will consist of all DECA Chapters located within that state, territory, or equivalent geographic unit. Each High School DECA Chapter shall consist of individual members

Section 2. Membership eligibility will be governed by each Chartered Association. Individual members shall be recognized as Active Members or Honorary Life Members.

Section 3. Active Members shall be students enrolled in high school programs of Distributive Education. An Active Member shall pay dues as established by the High School Division, and may be declared eligible to hold a national office, to participate in National Competitive Events or projects, to serve as a National Voting Delegate or to otherwise represent his Association in National DECA affairs as may be approved by his Association.

Section 4. Honorary Life Members may be individuals who have made or are making contributions to the field of marketing or distribution, or to DECA, as may be approved by the Board of Directors of DECA, Incorporated, and shall be exempt from annual dues.

Section 5. Annual membership dues shall be one dollar per member and the membership year shall be July 1 to June 30 inclusive.

## HS - BYLAWS III - VOTING DELEGATES

Section 1. The High School Division of DECA will exercise its membership voting privilege through Voting Delegates. Two (2) Voting Delegates will be allowed each Chartered Association. Three hundred (300) additional Voting Delegates will be apportioned to Chartered Associations according to their membership as a percent of the total DECA membership in this Division.

Section 2. Sixty (60) days prior to the annual meeting of this Division the determination of the apportionment of the additional Voting Delegates will be made according to reported membership.

Section 3. Voting Delegates will be entitled to individual vote.

## HS - BYLAW IV - NATIONAL OFFICERS

Section 1. Only Active Members of the High School Division will be eligible for national office in this Division. To be eligible, a candidate must have a scholastic average of 2.5 or higher, an "A" letter grade being equivalent to 4.0 for each of the previous two completed semesters of school prior to the National Leadership Conference; must attain the score necessary for the office desired on the approved Parliamentary Procedure Examination and on the DECA Information Examination; must be holding or have held an elective Chartered Association office, which may include a Regional, Area, or District Office as may be identified within that Chartered Association, or a local Chapter Office; and must submit the approved application for candidates for office through a Chartered Association.

Section 2. Upon confirmation of the requirements identified in Section 1 and following a personal interview with each candidate, and after considering all other information then available, the Nominating Committee will submit to the Voting Delegates a slate of not more than three candidates for each office.

Section 3. Any candidate declared eligible for national office by the Nominating Committee, whose name is not included on the slate of candidates, may be nominated from the floor by any Voting Delegate and shall be allowed time to address the delegates equivalent to the time allowed any other candidate for that office.

Section 4. National Officers of the High School Division of DECA shall consist of a President, a Vice President, a Secretary-Treasurer and four Regional Vice Presidents; and will be known collectively as the Executive Council of the High School Division. It shall be the duty of the Executive Council to plan for the welfare, to represent, and to act for this Division as occasions may demand.

Section 5. No individual may succeed himself as an officer and no individual may serve as an officer for more than one term in this Division.

Section 6. The Executive Council may fill by appointment any vacancy occurring in the National Officers for the unexpired term, except the office of President, which shall be filled by the Vice President.

## HS - BYLAWS V - DUTIES OF NATIONAL OFFICERS

Section 1. PRESIDENT: It shall be the duty of the President of the High School Division to preside at all meetings of this Division: to make all necessary committee appointments including the designation of committee chairmen; to develop with his Executive Council a Program of Work for his term of office; and to make himself available as necessary, in promoting the general welfare of DECA.

Section 2. VICE PRESIDENT: It shall be the duty of the Vice President to serve this Division in any capacity as directed by the President; to accept the responsibilities of the President as occasion may demand; and to make himself available, as necessary, in promoting the general welfare of DECA.

Section 3. SECRETARY-TREASURER: It shall be the duty of the Secretary-Treasurer to serve this Division in any capacity as directed by the President; to record the proceedings of all meetings of the Division and meetings of the Executive Council, to accumulate the minutes and/or membership reports necessary; and to make himself available, as necessary, in promoting the general welfare of DECA. All such records pertaining to his Division are to be filed with DECA Headquarters within sixty (60) days following their presentation.

Section 4. REGIONAL VICE PRESIDENT: It shall be the duty of each Regional Vice President to serve this Division in any capacity as directed by the President; to promote the growth and development of DECA within his region in accordance with the Program of Work during his term of office; and to make himself available, as necessary, in promoting the general welfare of DECA.

## HS - BYLAWS VI - AMENDMENTS

Section 1. To amend these Bylaws, the proposed amendment must be presented in writing by the Chartered Association proposing the amendment to all Chartered Associations of DECA and the Division President at least ninety (90) days prior to the National Leadership Conference. The President must then present the proposed amendment, together with the actions recommended by this Executive Council, to the Board of Directors of DECA, Incorporated. If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual business meeting of this Division, and may be adopted by two-thirds majority approval of the Voting Delegates present at this Division meeting. If adopted, the amendment will take effect upon the adjournment of the National Leadership Conference in which approval is granted.

# JUNIOR COLLEGIATE DIVISION BYLAWS

## JC - BYLAW I - NAME

Section 1. The official name of this Division shall be the Junior Collegiate Division of DECA.

## JC - BYLAW II - MEMBERSHIP

Section 1. DECA will recognize individual membership in the Junior Collegiate Division only through Chartered Association and its local Chapters. Each Chartered Association will consist of all DECA Chapters located within the state, territory or equivalent geographic unit. Each Junior Collegiate Chapter of DECA shall consist of individual members.

Section 2. Membership eligibility will be governed by each Chartered Association. Individual members shall be recognized as Active Members or Honorary Life Members.

Section 3. Active Members shall be Distributive Education students enrolled in less than baccalaureate degree programs. An Active Member must pay dues as established by the Junior Collegiate Division, and may be declared eligible to hold a national office, to participate in national competitive events or projects, to serve as a National Voting Delegate or to otherwise represent his Association in National DECA affairs as may be approved by his Association.

Section 4. Honorary Life Members may be individuals of marketing or distribution, or to DECA, as may be approved by the Board of Directors of DECA, Incorporated, and shall be exempt from annual dues.

Section 5. Annual membership dues shall be one dollar per member and the membership year shall be August 1 to July 31 inclusive.

## JC - BYLAWS III - VOTING DELEGATES

Section 1. The Junior Collegiate Division of DECA will exercise its membership voting privileges through Voting Delegates. One (1) Voting Delegate will be allowed each Chartered Association. One hundred (100) additional Voting Delegates will be apportioned to Chartered Associations according to their membership as a percent of the total DECA membership in this Division.

Section 2. Sixty (60) days prior to the annual meeting of this Division the determination of the apportionment of the additional Voting Delegates will be made according to reported membership.

Section 3. Voting Delegates will be entitled to individual vote.

## JC - BYLAWS IV - NATIONAL OFFICERS

Section 1. Only Active Members of the Junior Collegiate Division will be eligible for national office in this Division. To be eligible, a candidate must have a scholastic average of 2.5 or higher, an "A" letter grade being equivalent to 4.0 for each of the previous two completed semesters of school prior to the National Leadership Conference: must attain the score necessary for the office desired on the approved Parliamentary Procedure Examination and on the DECA Information Examination: must be holding or have held an elective Chartered Association or local Chapter office; and must submit the approved application for candidates for office through a Chartered Association.

Section 2. Upon confirmation of the requirements identified in Section 1, and following a personal interview with each candidate, and after considering all other information then available, the Nominating Committee will submit to the Voting Delegates a slate of not more than three candidates for each office.

Section 3. Any candidate declared eligible for national office by the Nominating Committee, whose name is not included on the slate of candidates may be nominated from the floor by any Voting Delegate and shall be allowed time to address the delegates equivalent to the time allowed any other candidate for that office.

Section 4. National Officers of the Junior Collegiate Division of DECA shall consist of a President, Vice President, a Secretary-Treasurer and four Regional Vice Presidents, and will be known collectively as the Executive Council of the Junior Collegiate Division. It shall be the duty of the Executive Council to plan for the welfare, to represent and to act for this Division as occasions may demand.

Section 5. No individual may succeed himself as an officer and no individual may serve as an officer for more than one term in this Division.

Section 6. The Executive Council may fill by appointment any vacancy occuring in the national offices for the unexpired term, except the office of President, which shall be filled by the Vice President.

## JC - BYLAWS V - DUTIES OF NATIONAL OFFICERS

Section 1. PRESIDENT: It shall be the duty of the President of the Junior Collegiate Division to preside at all meetings of this Division; to make all necessary committee appointments including the designation of committee chairmen; to develop with his Executive Council a Program of Work for his term of office; and to make himself available, as necessary in promoting the general welfare of DECA.

Section 2. VICE PRESIDENT: It shall be the duty of the Vice President to serve this Division in any capacity as directed by the President; to accept the responsibilities of the President as occasion may demand; and to make himself available, as necessary, in promoting the general welfare of DECA.

Section 3. SECRETARY-TREASURER: It shall be the duty of the Secretary-Treasurer to serve this Division in any capacity as directed by the President; to record the proceedings of all meetings of the Division and meetings of the Executive Council; to accumulate the minutes and/or preceedings of all committee meetings; to present any financial and/or membership reports necessary; and to make himself available, as necessary, in promoting the general welfare of DECA. All such records pertaining to his Division are to be filed with DECA Headquarters within sixty (60) days following their presentation.

Section 4. REGIONAL VICE PRESIDENT: It shall be the duty of each Regional Vice President to serve his Division in any capacity as directed by the President, to promote the growth and development of DECA within his region in accordance with the Program of Work during his term of office, and to make himself available as necessary, in promoting the general welfare of DECA.

## JC - BYLAWS - AMENDMENTS

Section 1. To amend these Bylaws, the proposed amendment must be presented in writing by the Chartered Association proposing the amendment to all Chartered Associations of DECA and the Division President at least ninety (90) days prior to the National Leadership Conference. The President must then present the proposed amendment, together with the actions recommended by this Executive Council, to the Board of Directors of DECA, Incorporated. If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual business meeting of this Division, and may be adopted by a two-thirds majority approval of the Voting Delegates present. If adopted, the amendment will take effect upon the adjournment of the National Leadership Conference at which the amendment is approved.

# LEADERSHIP

## SESSION 13

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The students will review and have an understanding of the National DECA Constitution, the WDEA Constitution and the local Constitution. | A. Present at least one recommended change of the local constitution in writing and orally at a general membership meeting or classroom. |

# LEADERSHIP

## SESSION 14 & 15

**OBJECTIVES**

1. The student will have a knowledge of a conference and the importance of conferences to an organization.
2. The student will be aware of the considerations in planning a conference and the preparation of an agenda.
3. The student will be able to administer the registration fees and plan additional tours and activities during a conference.
4. The student will be able to prepare a follow-up report of the conference.

**ACTIVITIES**

A. Case study (planning of a conference.)

B. Preparation of an agenda.

C. Plan and organize a conference (ex. Regional DECA banquet, State High School Regional Conference, State DECA CDC.).

D. Discussion-using last year's agenda, what types of committees are required to insure these functions are carried out for a successful conference.

# LEADERSHIP

## SESSION 16

### OBJECTIVES

1. The student will have an understanding of the importance of individual involvement in a conference.
2. The students will understand the organization of a local chapter to attend a State of National Conference.

### ACTIVITIES

A. Coordinate all efforts for the chapter to attend the State DECA conference.

B. Publicize to members.

C. Method of collecting funds.

D. Assign responsibilities.

## PROFESSIONAL INTERACTION

### Course Outline

SESSION

1. ORIENTATION TO COURSE
2. PERSONAL COMMUNICATION (ONE TO ONE)
3. GROUP INTERACTION

4.-5. PRESENT INFORMATION TO A GROUP

6.-7. WRITTEN COMMUNICATION

8.-9. PERSONALITY

10. INTRODUCTIONS
11. COURTESIES WITH OTHERS
12. PROPER MANNERS
13. PERSONAL GROOMING
14. APPROPRIATE WARDROBE
15. PHYSICAL FITNESS

16.-17. PLAN A SOCIAL FUNCTION AND FOLLOW-UP

# PROFESSIONAL INTERACTION

## SESSION 2

## Personal Communications

### OBJECTIVES

1. The student will be able to communicate verbally in a one to one situation.
2. The student will learn to initiate, conduct and terminate a business telephone conversation.

### ACTIVITIES

A. Start a conversation with peers.

B. Listen to and respond to a conversation.

C. Give instruction.

D. Make a request.

E. Role playing (Teletrainer).

F. Training film from the telephone company.

# PROFESSIONAL INTERACTION

## SESSION 3

### Group Interaction

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. Communicate verbally in a group discussion on a given subject. | A. Small group discussion on a given subject. |
| 2. Listen and respond during a group discussion. | B. Large group discussion on a given topic (ex. discussion on competitive event). |

# PROFESSIONAL INTERACTION

## SESSION 4 & 5

## Presenting Information To A Group

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. Gather, organize and present information and ideas to a group. | A. Develop presentation outline.<br>B. Make a presentation to a class (ex. Organization Recruitment).<br>C. Participate in a competitive event and give an oral presentation.<br>D. Participate in radio or other media presentation.<br>E. Speak to a business organization (Chamber of Commerece, Rotary, etc.) about your organization. |

# PROFESSIONAL INTERACTION

## SESSION 6 & 7

## Written Communications

### OBJECTIVES

1. Organize thoughts in a logical sequence.
2. Present thoughts in a written form.
3. Learn to handle correspondence.

### ACTIVITIES

A. Write an invitation.

B. Write a thank you note.

C. Present a committee report in written form.

D. Write a news article for the newspaper or the DECA Distributor.

E. Prepare a radio script on a chapter activity.

F. Write a letter to a businessman, Senator or Congressman about DECA or areas of concern to vocational education.

## PROFESSIONAL INTERACTION

### SESSION 8 & 9

### Personality

**OBJECTIVES**

1. The student will recognize his own personality.
2. An identification of the type of personality required in the student's future occupation will be made.

**ACTIVITIES**

A. Personality test.

B. Film: "Your Personality is Showing."

C. Role playing of various types.

D. Guest Speaker (Occupationally oriented).

E. Personality analysis of others.

F. Analyze yourself and compare to someone else's analysis of you.

# PROFESSIONAL INTERACTION

## SESSION 10

### Introductions

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will be competent in making introductions with a variety of circumstances. | A. Introduce yourself to another person. |
| | B. Introduce an older person to a younger person. |
| | C. Introduce a person of higher position to another person. |
| | D. Introduce a lady to a gentleman. |
| | E. Introduce a person or speaker to a group. |
| | F. Introduce yourself to a group. |
| | NOTE: All of these activities can be accomplished through role playing, simulation, or at the State DECA CDC by introducing people. |

# PROFESSIONAL INTERACTION

## SESSION 11

## Courtesies With Others

**OBJECTIVES**

1. Write letters of sympathy, congratulations, and thank you.
2. Properly address a person and use appropriate language.
3. Respect the rights and property of others.
4. Assist individuals in seating, passing through doors, and with their coats.

**ACTIVITIES**

A. Write letters to employers and people who provide support and assistance.

B. Use the buddy system in helping other members.

C. Rotate a sunshine or welfare committee by week or month to write letters in objective 1.

## PROFESSIONAL INTERACTIONS

### SESSION 12

### Proper Table Manners

OBJECTIVES

1. Use accepted procedures of seating guests and self.
2. Sit properly at table.
3. Use tableware in an accepted manner.
4. Follow acceptable table etiquette.
5. Properly order and select a meal from the menu.
6. Learn methods of paying check and tipping.
7. Proper seating the head table.

ACTIVITIES

A. Demonstration on table manners.

B. Practice in simulated situations.

C. Participate in social activity which proper etiquette can be practiced.

D. Practice at the State DECA CDC.

## PROFESSIONAL INTERACTION

### SESSION 13

### Personal Grooming

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. Personal hygiene that will facilitate acceptance by others will be familiar to all students. | A. Practice the principle. |
| 2. Know acceptance hair styles and how to care for hair. | B. Guest speaker on hair styles and care. |
| 3. The students will understand the proper use of make up. | C. Demonstration of make up. |

## PROFESSIONAL INTERACTION

### SESSION 14

### Appropriate Wardrobe

**OBJECTIVES**

1. The student will have an understanding of the appropriate wardrobe required for the occupation.
2. A knowledge of the various fabrics and quality of clothing.
3. A knowledge of clothing to be worn on all occasions.

**ACTIVITIES**

A. Guest speaker from a clothing store (HOW TO BUILD YOUR WARDROBE).

B. A report on trends in clothing.

C. Professional dress day.

# PROFESSIONAL INTERACTION

## SESSION 15

## Physical Fitness

### OBJECTIVES

1. An understanding of the importance of physical fitness.
2. Begin a daily exercise program to follow.
3. Proper diet and work.

### ACTIVITIES

A. Small group discussion.

B. Demonstration of exercises.

C. Report on the exercise program that each will follow.

# PROFESSIONAL INTERACTION

## SESSION 16 & 17

## Planning A Social Function And Follow-UP

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will know how to organize a social function. | A. Plan, organize and execute a chapter social function (ex. DECA awards banquet, installation of officers, etc.). |
| 2. Make appropriate arrangements for the social function. | |
| 3. The importance of a follow-up with committee members and arrangements that have been made. | |

# CAREER DEVELOPMENT

## Course Outline

SESSION

1. ORIENTATION TO COURSE

2. SUCCESS--HOW TO GET THERE

3. DEVELOPMENT OF ATTITUDES

4.-6. CAREER OPPORTUNITIES

7.-9. DEVELOP A CAREER DAY PROGRAM

10. PERSONAL GOALS

11. CAREER OBJECTIVES

12. CHAPTER FINANCIAL MANAGEMENT

13. MANAGEMENT PLAN TO FUND RAISING

14. CHOOSE A FUND RAISING ITEM (OCCUPATION ORIENTED)

15. DEVELOPMENT OF THE PROJECT

16. FOLLOW-UP AND EVALUATION OF THE PROJECT

# CAREER DEVELOPMENT

## SESSION 2

## Success--How To Get There

### OBJECTIVES

1. The student will analyze the basic reasons why people achieve success.
2. The student will recognize the definition of success.

### ACTIVITIES

A. Read the script "Green Pastures" and discuss the important issues.

B. Read the script "You In Review" and complete the worksheet.

C. Interview successful people and analyze why they were successful.

### ALTERNATE READING

D. THINK & GROW RICH by Napolean Hill.

E. SUCCESS THROUGH A POSITIVE MENTAL ATTITUDE by Napolean Hill & W. Clement Stone.

F. THE POWER OF POSITIVE THINKING by Norman V. Peale.

G. Earl Nightingale Material.

BEST COPY AVAILABLE

WAUKESHA COUNTY TECHNICAL INSTITUTE
BUSINESS CAREER DEVELOPMENT
MESSAGE NUMBER 2
GREENER PASTURES

Script #1

Opportunities are everywhere about you

Did you know that you are, at this very instant, right in the middle of "acres of diamonds"? This message tells you how to recognize and capitalize on the opportunities in your everyday surroundings. "Greener Pastures" could prove to be a turning point in your life, as it has in the lives of literally thousands.

NOTES

Back in the year 1843, a man was born who, during his lifetime, was to have a profound effect on literally millions of people. His name was Russell Herman Conwell. He became a lawyer, then a newspaper editor and finally a clergyman in 1881. It was during this latter period that an incident occurred which was to change his life and the lives of countless others.

One day a group of boys came to Dr. Conwell at his church and asked him if he would be willing to instruct them in college courses. They wanted a college education, but lacked the money to attend. He told them he would do all he could and as the boys left, a thought, an idea began to form in Dr. Conwell's mind. He asked himself, "Why couldn't there be a fine college for poor, but deserving young men?"

Here was a great idea and he went to work on it at once. Almost singlehandedly, Dr. Conwell raised between six and eight million dollars with which he founded the now well-known Temple University of Philadelphia.

He raised the money by giving more than six thousand lectures all over the country, and in each he told a story called "Acres of Diamonds". This was a true story which had affected him very deeply, just as it affected his audience.

It was the account of a farmer who had settled in Africa. This farmer heard the exciting stories of other settlers who had made millions by discovering diamond mines. The farmer could hardly wait to sell his farm and search for diamonds himself. He spent the rest of his life wandering the vast African continent, searching unsuccessfully for the gleaming gems which brought such high prices on the markets of the world. Finally, in a sudden fit of despondency, broke

NOTES

desperate, as I remember the story, he threw himself into a river and drowned.

During this time, the man who had bought his farm, one day found a large and unusual stone in the stream which cut through the property. The stone turned out to be a great diamond, of enormous value, and he then discovered that the farm was covered with them. It was to become one of the world's richest diamond mines.

The first farmer had owned, literally, acres of diamonds, but had sold them for practically nothing in order to look for them elsewhere. If he had only taken the time and study to know what diamonds look like in their rough state and had first thoroughly explored the land he owned, he would have had the millions he sought, right on his own property.

What so profoundly affected Dr. Conwell, and subsequently thousands of others, was the obvious fact that each of us is, at this moment, standing in the middle of his own acres of diamonds.

If we will only have the wisdom and patience to intelligently and effectively explore the work in which we are now engaged, we will usually find that it contains the riches we seek, whether they be financial or intangible, or both.

Before we go running off to what we think are greener pastures, let's make sure that our own is not just as green or perhaps even greener. You see, while we're looking at other pastures, other people are looking at ours!

There is nothing more pitiful, to my mind, than the person who wastes his life running from one thing to another, like the first farmer, forever looking for the pot of gold at the end of the rainbow, and never staying with one thing long enough to find it.

For, no matter what your goal may be, the road to it can be found somewhere in the work in which you now find yourself. It wasn't until he was completely paralyzed and forced to reach into the resources of his mind, that a Wisconsin farmer got the idea of producing exceptionally good meat products on his farm and one of the country's largest meat packing companies was born. His farm contained acres of diamonds, too. He had just never seen them before.

NOTES

An insurance man got the idea of going back to all the people in his files and really working with them, serving them the way they should be served. That year, he wrote an additional seven hundred thousand dollars of insurance, entered the Million Dollar Round Table, and found he no longer had to approach cold prospects. By working with the people he had already sold and on their referrals, he found acres of diamonds right in his file cabinet.

A man out West amassed a fortune with a single small gas station. In the beginning when things were tough, he would ask himself, each morning, "What can I do to increase my service to my customers?" He still asks that questions of himself every morning when he gets up and while he could have retired years ago, a wealthy man, he continues to dominate the business in his area by thinking of new and better ways to be of service.

Do you know what the so-called average man would have done in this last case? He would have been worried about how bad business was, because in the beginning my friend had a hard time just feeding his family. When one day a man would have driven in the station in a big, shiny car, this average man, seeing the wealthy customer, would have said to himself: "I ought to be in his business instead of mine." You see, the average man believes some businesses are better than others, instead of realizing the truth that there are no bad businesses, there are just those people who do not know enough to see the opportunities in the work they're in. Jobs don't have futures; people do. No matter what our work happens to be, it's our business; we're the manager. If we can see no future or opportunity in it, it isn't because it's not there, but only because we can't see it.

One time another farmer poked a tiny pumpkin into an empty one gallon jug. The pumpkin grew until it completely filled the jug and could grow no more. When it was ripe, the farmer broke the glass jug and had a pumpkin which had assumed the jug's exact shape.

In life, each of us does a similar thing. We poke outselves into jugs of our own selection and we can grow no larger. But let's be mature enough to realize that it is we who do the poking. Not the job, nor the company, nor the territory, now the economy, nor the times. We do it.

NOTES

We should dispense with limitations and realize there is virtually no limit to our growth and development on the land upon which we now find ourselves, with our roots deep in the soil of a working philosophy of life and our minds and bodies in a climate of freedom.

People who become outstanding at their work are those who have seen their work as an opportunity for growth and development and who have prepared themselves for the opportunities which surround them every day.

It was Matthews who wrote: "Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it."

Preparation is the key. It is becoming so good, so competent at what we are now doing, we'll actually force the opportunities we seek to come our way, as come our way they will.

Imagination, creative imagination, comes from realizing that diamonds don't look like diamonds in their rough state, nor does a pile of iron ore look like iron or steel. Great opportunities lurk, constantly, in every aspect of the work in which we now find ourselves.

In order to begin prospecting your acres of diamonds, start to develop a faculty called intelligent objectivity. That is, we often have to stand off and look at what we do as a stranger might, a stranger who considers our pasture greener than his own.

So, to do this, start at the beginning. Within the framework of what industry or profession does your job fall? Do you know all you can know about your own industry? How did it begin? Who started it and when? What is your industry's annual dollar volume? How fast has it grown during the past twenty years? What is its projected growth during the next ten years? Did you know that many industries will double in size during the next eight to ten years? This takes only a ten percent gain per year.

In short start now to become a student of your industry. You'll be amazed at the results. In five years or less, you can become a national expert in your field and, remember, it's the expers who write their own tickets in life.

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Just think of this for a moment: "If you can see no limit to the growth of your industry, doesn't it make sense to realize that there is no limit as to how far you can progress within its framework?"

Surveys indicate that the great majority of people seem to look at their jobs as being as far as they'll go. Why? We should realize how really desperately an expanding and dynamic industry needs and seeks the uncommon person to share in its growth. It will richly reward this person of vision who prepares himself to move up as his industry grows larger.

So, ask yourself this question: "Do I know as much about my job and my industry as a good doctor or lawyer knows about his job within the framework of his profession?"

You should, you know. This is the attitude of the person who wants to become a professional at what he does for a living. It's far more fun, many times more rewarding and interesting, and in this way, a person can ride out the occasional dips in the economic seas in a safe boat built of research and preparation.

In order to become a pro in what seems to be rapidly becoming a world of amateurs, we have three important subjects to study:

One--our company and the industry in which it operates.

Two--our job, and perhaps the next step on that job.

Three--the study of people...since successfully serving and getting along with people will determine our success or failure.

Those are three subjects on which you can gradually build a fine home library. Your book store clerk will help you find the right books if you will tell him what you want to know. Frequently, all you need in order to make an enormous improvement is simply a reminder of things you've known but have forgotten.

Perhaps this study and research on your job, your industry and ways of increasing your service to others sounds like a big job. It is, but in the long run, it pays tremendous dividends, builds complete security and it can be accomplished

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in an hour a day devoted to reading and making notes in your permanent note book. One book or one article at a time, an hour a day, will find you becoming an expert at your particular job and industry in five years or less. The hours add up, one at a time, like the great stones of a pyramid, building a strong and permanent foundation which raises you, a layer at a time, toward the goal you seek.

* Each morning, as you get ready for work, ask yourself this question: "How can I increase my service today?"

Then, during the hour a day you set aside for study and research, make notes and think about your industry, about your job and company, and about people. You will gradually begin to get better and better ideas for improving your service.

* Remember these words: NO MAN CAN BECOME RICH, WITHOUT ENRICHING OTHERS. ANYONE WHO ADDS TO PROSPERITY--MUST PROSPER IN TURN.

Think of ways and means by which you can increase your contribution to your company, industry, to those whom you serve. You'll begin to notice a wonderful change in your world, for "as ye sow, so shall ye reap." This applies just as much to a wife and the children as it does to the breadwinner.

The minute you adopt this attitude you have joined the top five percent of the people of the world. You have virtually removed all competition. You are creating, rather than competing. You are affecting life--rather than passively receiving whatever it has to give. You are becoming a contributor, instead of a feeder.

By taking this attitude toward your work, your company, and industry, you are automatically taking care of two vital parts of successful living:

* One--you'll find yourself becoming more interested and enthusiastic about your work and its future and this interest and enthusiasm is contagious.

* And two--you are building financial security which will last a lifetime. Above all, keep

this tought in mind as often as you can on and off the job. Somewhere, within the work you are now doing, there lurks an opportunity which will bring you everything you could possibly want for yourself and your family. It will not be labeled "opportunity." It will be hidden in common, everyday garments, just as was the hairpin with which a man fashioned the first paper clip, or the dirty drinking glass which triggered the paper cup industry, or the commonplace set of names of old customers which became the fortune of a salesman.

Now, in closing, here are twelve points to remember:

1. If we will develop the wisdom and patience to intelligently and effectively explore the work in which we are now engaged, we will find it contains the riches, tangible and intangible, we seek.

2. Before we go running off to what we think are greener pastures, let's realize our own pasture is unlimited.

3. There are no bad jobs; but it is the way in which we go about our work which makes it good or bad.

4. We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.

5. Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.

6. Put your imagination to work on the many ways and means of improving what you are now doing.

7. Learn all you can about your job; your company and your industry.

8. Since there is no limit to the growth of your industry, it must follow there is similarly no limit to your growth potential within that industry.

9. Our dynamic and growing economy needs and will well reward the uncommon person who seeks a place in this growth.

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10. Begin to build your library of reference material pertaining to your company, industry, job, and on how to better serve and get along with people.

11. Set aside an hour a day for this study and research.

12. Remember the story of the Acres of Diamonds.

In the next message, I'll tell you of a WORTHY DESTINATION. Until then, remember this, written by McCune--"If a man has any brains at all, let him hold onto his calling, and, in the grand sweep of things, his turn will come at last---."

# BUSINESS CAREER DEVELOPMENT

IDEA STIMULATORS (3-1-C)

Activity #2

MESSAGE NO. 2- GREENER PASTURES

NAME ____________________

1. Have I earnestly applied the message of the previous record, "The Magic Word" to my business and personal affairs during the past thirty days? ____________________

2. Where should I look for my "Greener Pasture"--my larger opportunity? ____________________

____________________

3. What should I develop in order to begin prospecting my own "Acres of Diamonds"? ____________________

____________________

4. What do I need to know about my company and the industry in which it operates? ____________________

____________________

5. Who are the top men in my field? ____________________

____________________

6. What are the three important subjects I should study?

____________________

7. How shall I go about achieving expert status? ____________________

____________________

8. How much time will I need to devote to this each day and how long will it take me to become an expert in my field?

____________________

9. What question should I ask myself each morning? ____________________

____________________

10. How does the story of the farmer who poked a tiny pumpkin into a jug affect me? ____________________

____________________

____________________

## WAUKESHA COUNTY TECHNICAL INSTITUTE

# YOU IN REVIEW

Handout #1

Every person has a certain number of talents--actually far more than he realizes. It's a sad fact that scientific tests show that the average person uses only one-tenth of the talents he possesses.

So the first thing you'll have to do to get out of the "average" class is to develop your talents to the fullest., If you've got an eight cylinder car, it's senseless to run it on only two cylinders, isn't it?

It's the same thing with your talents and abilites.

But just to develop your talents isn't enough. Left to themselves, they can lead you aimlessly-without purpose-or they might pull you in several directions at one time.

What you've got to do is *organize* your talents. Get them lined up-get them working in the same direction-and no power on earth can keep you from success.

Actually it's almost mathematically simple!

Every person on earth has talents in different numbers and to different degrees. You now have-or will develop-a combination of talents completely different than anyone else's.

That's the first side of the equation.

On the other side, every career, every job, every position requires a certain combination of these talents. Reduced to the fundamentals, then, your problem is to match the talents you have-or will develop-to the talent required for the career goal you have in mind.

Perhaps this is over-simplifying the important matter of your success.

Try the following simple rating of skills and abilities; it will take you only a few minutes. It should help you to rate yourself on the kind of work you're "cut out" to do.

| Your Estimate of Yourself | Very High | High | Average | Very Low |
|---|---|---|---|---|
| ARTISTIC ABILITY: The ability to draw, paint, sketch or blend | | | | |
| CLERICAL ABILITY: The ability to keep neat, accurate records. | | | | |
| SPEAKING ABILITY: The ability to express ideas clearly and forcefully in an argument, discussion or on a speaker's platform. | | | | |
| JOURNALISTIC ABILITY: The ability to write stories and articles in an interesting manner. | | | | |
| LEADERSHIP: The ability to supervise, control, manage, direct or teach. | | | | |
| MANUAL DEXTERITY: The ability to work with the hands, using small hand tools, or to handle small objects skillfully. | | | | |
| MATHEMATICAL ABILITY: The ability to use numbers quickly and accurately in computing, figuring and estimating answers. | | | | |
| MECHANICAL ABILITY: The ability to assemble, repair, operate, maintain machines and appliances. | | | | |
| PHYSICAL STRENGTH: The ability to do heavy work for long periods, both indoors and out of doors. | | | | |
| SCHOLASTIC ABILITY: The ability to read, study and learn from demonstrations and lectures. | | | | |
| SOCIABILITY: The ability to meet and talk to people. | | | | |
| PRESUASIVE ABILITY: The ability to influence people, to put across an idea, to sell merchandise. | | | | |

Look back over your answers. Check particularly the extremes-the abilities you feel you possess to a very high degree, and also those on which you've given yourself a very low rating. You probably notice an interesting pattern developing. For example, you may note that you've rated yourself "very high" in manual dexterity and also in mechanical ability. On the other hand you may have given yourself an "average" or "very low" rating in sociability and in persuasive ability. This gives you general clues as to the type of work in which you would be most successful-and the type of work in which you'd be least successful.

Talent and ability, important as they are, mean very little unless you are genuinely interested in your work. Try the test of "interest" on the next page. Think carefully before you answer. Be completely candid-no one's going to see the results but you.

After you have finished the test of "interests" ask yourself "Do I see any parallels?" Chances are your likes and dislikes coincide with your skills and abilities-your strengths and weaknesses. Your choice of career should be made in those areas that you like the most coupled with your highest skills and abilities.

These tests cover just a small cross-section of interests, skills and abilities. But they're important in that they give you-perhaps for the first time-an honest, objective evaluation of your qualifications.

# FOREWORD

Again this year, all Sales Project material is incorporated into one book. This book is your Sales Guide to a Sales Project (fund raising) activity which includes proven steps in developing a successful merchandising program, as well as a complete listing of all DECA approved Sales Project Companies and Suppliers. This book will serve as an actual guide and reference for DECA chapters throughout the school year. Each Sales Project Company and Supplier in this edition has been carefully selected and approved by the Distributive Education Clubs of America. They have met stringent guidelines and requirements established by DECA's Board of Directors. These guidelines are intended to insure that each DECA chapter that selects one or more of these companies will receive top quality products, reliable service, and high profit.

Also included in this guide is the special section entitled, "What's the Difference." This section uniquely describes the way in which a Sales Project activity can be used as a successful teaching tool. This project method approach to fund raising was originally prepared by James Biddle.

It is our sincere hope that this Sales Project Guide will assist you in your chapter activities for the coming year.

# WHAT'S THE DIFFERENCE?

### A Project-Method Approach To a DECA Sales Project Activity

This section deals with fund raising through a new approach. This approach was written and prepared by James Biddle, Indiana State Supervisor, Distributive Education, prior to the 1968-69 school year. This project method approach has converted a weak fund raising activity into a strong Sales Project and has proven successful throughout the country this past year. This is merely a guide for DECA Chapters and may be adapted to your own local program of instruction. It illustrates how a successful co-curricular activity in DECA can be an excellent teaching tool and an opportunity for an actual learning experience through a Sales Project. Read it and you'll see—"What's The Difference."

# What's the difference?

(A Project-Method Approach to a DECA Sales Project Activity)

### ARE YOU GOING TO HAVE A SALES PROJECT . . .

involving candy, fruitcakes, all occasion cards, calendar towels, or some other product? Naturally you want to make a profit. This will add to your DECA chapter treasury and provide money for chapter activities, transportation to regional, state and national conferences, employer-employee banquets, and so on. But don't you find the other groups and organizations within your school—the band, the junior class, the senior class, the booster club—doing exactly the same thing?

### WHAT'S THE DIFFERENCE . . .

between your DECA chapter's method of developing and promoting this sales effort and the method of other organizations? In most instances, unfortunately, there is very little difference—the merchandise is ordered, received and passed out to the students with the encouraging words, "Sell all of it"—and that's as far as it goes. The objective, supposedly money in the treasury, is accomplished in time. And everyone is glad it's over. So, *what's the difference?*

### THE DIFFERENCE IS . . .

that DECA activities, including sales projects, are a part of the Distributive Education instructional program in *merchandising, marketing, and management.* THE DIFFERENCE IS IN THE OBJECTIVE TO BE ACCOMPLISHED. In Distributive Education, the primary objective is training students in the understanding of management functions, sales stimulation techniques, and other related phases of the marketing function. The outcome, money in the treasury, is a byproduct of the training. Too often coordinators view a sales project as something that must be done to make money for the chapter. The effective coordinator looks upon sales projects as a *training project*—he sees it as a challenge and an opportunity to make a *practical application* of classroom instruction.

## Turn your sales project into an effective training project in Distributive Education— Put into practice a sales promotion technique used by the larger chain-store organizations

Anyone who has had experience in chain-store operation will recall that during store-wide (and company-wide) sales promotion periods, such as a fall sale or a spring sale, different departments within the store are pitted against each other on a competitive basis in order to stimulate sales. The same technique is true for a direct sales organization where different regions of the state or country compete for recognition. For example, the soft-line departments compete as a team against the hard-line department team, or the midwest region competes against the eastern, southern, and western region.

To properly organize such a promotional project, five criteria are necessary:

1. *A sales management committee is selected*
2. *Definite beginning and ending dates for the sale are set*
3. *Realistic sales quotas are established*
4. *Accurate sales records are kept and tallied daily or weekly on visual charts*
5. *Rewards are given for top salespeople and best team performance during and upon completion of the sale*

By using the *five step management plan* this technique can be applied to your sales project and, for want of a better name, can be identified as a Distributive Education project in *"Internal Organization Sales Stimulation."*

# An "Internal Organization Sales Stimulation" Project: *THE FIVE STEP MANAGEMENT PLAN*

## I. ORGANIZING

The DECA Chapter advisor selects from the Distributive Education class a sales management committee of four (or five) individuals. The committee should be formed as early in the school year as possible. Select the committee members carefully, preferably from those who have chosen some form of management as a DE career objective or from those who have demonstrated leadership ability. These might be some of your DECA chapter officers, but not necessarily. The remainder of the students are the sales force for the organization. The DE teacher-coordinator serves as a professional consultant to the committee. The committee members would be identified as follows:

### A. MANAGER . . .

serves as chairman of the committee, and is responsible for organizing the total project. He secures the close cooperation of his committee plus the cooperation of all students. He also supervises the activities of his committee.

### B. MERCHANDISE MANAGER . . .

is responsible for ordering the merchandise, receiving it properly, controlling the distribution of the individual items, and maintaining a record of sales. From a sales and inventory control sheet he posts campaign progress weekly, or bi-weekly, on visual charts by team and by individual salespeople.

### C. ASSISTANT MERCHANDISE MANAGER – FINANCE . . .

assists the merchandise manager, primarily in the collection and control of money from product sales and also in the posting of team and individual sales on visual charts.

### D. SALES MANAGER . . .

is the "fire builder," the "stimulator," the person who directs the sales campaign. He identifies prospects such as the student body, the faculty, family, friends, and such groups as fraternal orders, civic organizations, factories, and others. He determines the best method for selling the product. This could be a manned booth or table outside the DE classroom, an athletic event, the foyer of a downtown store, door to door, in shopping centers, etc.

### E. SALES PROMOTION MANAGER . . .

develops advertising for the product through bulletin board posters, an ad in the school paper, posters in downtown stores (if permissible), a display in the DECA display case, local radio advertising, ad layout and copy for the newspapers (school and location) . . . other?

## II. PLANNING

The manager calls a Sales Management Committee meeting to determine:

### A. PRODUCT TO BE SOLD

Some chapter advisors may wish for the entire chapter membership, at a regular chapter meeting, to vote on the selection of the product to be sold. In this case, the committee function would be used to propose suggested products to the chapter. The sales project companies in this book are all equipped to work within your requirements.

### B. BEGINNING AND ENDING DATES FOR THE SALES CAMPAIGN

### C. SALES QUOTA

It may be desirable to have this determined also by the chapter membership at a regular meeting.

### D. INCENTIVE REWARDS FOR INDIVIDUAL AND TEAM EFFORTS

Several different methods of providing rewards are possible. For team effort, one method might be for the losing team to treat the winning team to a coke and pizza party as a chapter social affair where members of the losing team serve the winners. Another method could be to have a chapter party at a local restaurant where, by pre-arrangement, the losing team is served beans and water and the winning team is served deluxe hamburgers, french fries, and cokes or milk. Expenses for either party are to be paid out of the sales campaign profit that went into the chapter treasury.

Individual sales effort can be rewarded in many different ways. The best incentive to maintain interest and to spur the sales force to greater individual sales effort is to provide some form of reward periodically throughout the sales campaign. For example, the top boy salesman and the top girl salesman for each team, each week, might be awarded a silver dollar. Or, the top boy salesman and the top girl salesman for the entire sales campaign, regardless of team placement, might receive $5.00 each. Or, these two suggestions might be combined. Instead of money, the teacher-coordinator may desire to substitute merchandise as a reward, but this is not considered as effective a stimulator as cash.

## E. METHOD OF INTRODUCING THE PROJECT TO THE SALES FORCE

To begin, the *manager* explains the need for a sales project. He details the benefit to the chapter, why a particular product has been selected, and his responsibilities in securing an all-out cooperative effort.

The *merchandise manager* explains the dates for the campaign, and why they have been set for that particular time. He also describes his responsibilities in getting the merchandise on hand for the sales force to sell—and urges full cooperation in helping him maintain an accurate record of sales and inventory.

The *assistant merchandise manager* explains his function of working closely with the merchandise manager, and his primary responsibility of handling the money. He points out to the sales force that they are responsible for every item of merchandise they check out and for the money they receive from the sale of the merchandise until they turn it in to him on pre-determined dates, such as every Monday and Friday, at which time they will get a receipt. He asks for cooperation so that all receive credit for their efforts.

The *sales manager* then explains how the sales quota was established, and how it will be met through individual and team effort. He highlights the rewards for top salespeople and best team performance, and announces that visual charts will be used to keep everyone up to date. He is optimistic and assures that with everyone participating and cooperating, it will be easy to meet and beat the quotas.

The *sales promotion manager* concludes by explaining the sales promotion activities which are planned to assist the sales force.

## III. COMMUNICATING

The chapter President calls a special chapter meeting for the Sales Management Committee to introduce the project. As a project and as a part of the instructional program in DE, class time should be used for this purpose.

**A.** The teacher-coordinator explains "Internal Organization Sales Stimulation." He begins by explaining how it is used to increase sales in retailing and direct sales campaigns. He describes the appointment of the committee to act as a management team, the function of the sales force, the use of incentive through reward, and cooperation through friendly competition to reach a common goal. He finishes with expected outcomes in both training and profit to be achieved, and states that the project is a direct application of sales stimulation techniques and management methods that are found in the business community. Another important point the teacher-coordinator can stress regarding the management techniques is that effective communication between the management team and the sales force is vital to the ultimate success of the campaign. The right hand must know what, where, why, when, and how the left hand is doing at all times and vice versa.

**B.** Each member of the committee then explains his part on the management team, his responsibilities, and introduces the project to the sales force as outlined in Section II. When the sales manager has concluded, the manager and/or coordinator may wish to summarize the points mentioned by the committee.

**C.** To determine team members for the blue team and the gold team, the teacher-coordinator has the student members count off, just as they are seated, blue-gold-blue-gold and so on until every member of the sales force is on one team or the other. (It is suggested that the management team also counts off, as they should be a part of the sales teams. They also participate in selling the product in order to contribute to the total success of the project. It is further suggested that the merchandise manager automatically be on one team and the assistant merchandise manager be on the other team because of their record keeping function in collecting money and posting sales—in essence they could be identified as the captain of their respective team.)

**D.** Charts are put on the wall. The manager emphasizes again the possible rewards, and the sales manager tells how he plans to encourage, needle, build fires, and so on, to increase sales.

## IV. IMPLEMENTING

The merchandise manager, with the help of the teacher-coordinator, orders the merchandise. The stage is now set for a well-organized sales campaign. The interim time between ordering the merchandise and receiving it provides an excellent opportunity for sales demonstrations in the classroom on the particular product that will be sold. Here is a chance for the students to become acquainted with the selling points of the product, approaches to use for different types of prospects, anticipating and overcoming objections, quantity suggestion selling, and other sales techniques that will prepare them to do a better job of marketing the product.

Once the merchandise has been received and distributed, all the previous planning for the sales campaign swings into full operation. The total efforts of the organization are now focused on selling the product.

## V. EVALUATING

A final major step in the management function remains after the sales campaign is completed. No large sales event is really wrapped up until the management team has held a conference to evaluate performance during the event. Therefore, the last step in the "Internal Organization Sales Stimulation" project is for the manager to call a final Sales Management Committee meeting to evaluate the total sales campaign.

Evaluative criteria might be in the form of:

1. *Were objectives achieved?*
2. *What problems were encountered? Sales force? Management? Communication?*
3. *Was the campaign too short? Too long? Wrong time of year?*
4. *Was the planning adequate?*
5. *Was more promotional effort needed?*
6. *Was the right product selected?*
7. *Were sales quotas too big? Too small?*
8. *Did the committee function effectively?*
9. *Was cooperation of the sales force secured?*
10. *Was interest maintained?*
11. *Were incentive rewards effective?*
12. *Did learning and training take place?*
13. *What improvements are needed for next year's project?*

It is essential that a record of the evaluation be kept and passed on to the management team that will be selected for the succeeding year's campaign It is equally important that an oral report of the evaluation be made to the sales force at the next chapter meeting. The project can be considered closed only after the results and the final evaluation have been presented to everyone involved in the sales campaign.

## What's the difference?

There is a great difference between a well-planned "Internal Organization Sales Stimulation" project in Distributive Education and just another sales project which any school group can do. The difference is in the *objective accomplished.* When the teacher-coordinator reviews the project in light of the benefits received by the Distributive Education students, the Distributive Education program, and the DECA chapter, his evaluation would indicate that:

**A.** *Training is accomplished — learning takes place.*
Students are alerted to the responsibilities of management. This includes attaining sales quotas through various marketing techniques using sound business principles. Effective organization achieves the desired end result.

**B.** *Basic management concepts are demonstrated in the five steps of the project.*

**Step I — Organizing**
**Step II — Planning**
**Step III — Communicating**
**Step IV — Implementing**
**Step V — Evaluating**

**C.** *Student interest and cooperation are maintained during the sales period through participation and involvement. The incentive provided by both friendly competition and reward is a big stimulus.*

**D.** *Sales and profit are increased through sales stimulation.*

Best wishes for a valuable Distributive Education training project for your next DECA fund-raising activity.

## What's the difference?

You will find on the next few pages a suggested **Calendar of Events, charts and control sheets** as well as **suggested sales project items** which would be excellent to use in implementing this project.

(All sales project products suggested are Nationally Approved fund raising products by the **Distributive Education Clubs of America**—National Headquarters is located in Falls Church, Virginia.)

## September

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25<br>Inform class of fund raising project. | 26 |
| 27 | 28 | 29<br>Select Sales Management Committee | 30 | | | |

## October

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | 1 | 2<br>Sales Management Committee meeting | 3 |
| 4 | 5 | 6<br>Chapter Meeting | 7<br>Order Merchandise | 8 | 9 | 10 |
| 11 | 12 | 13<br>Prepare posters for bulletin boards, ad for school paper, contact local radio and television stations. | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28<br>Receive Merchandise | 29<br>Place posters around, Place ad | 30<br>Distribute Mdse to Sales force | 31 |

### SUGGESTED CALENDAR OF EVENTS and IMPORTANT DATES TO REMEMBER

**Sales Campaign Dates**

---

**November 1 to December 19**

| | |
|---|---|
| **Sept. 26** | Inform D.E. class of proposed project. |
| **Sept. 30** | Select Sales Management Committee. |
| **Oct. 3** | Inform Committee members to their role on Mgt. team and their responsibilities. Tell how project is to be introduced to the sales force. |
| **Oct. 7** | Mgt. team introduces the project (may wish to establish quota with all members present). Divide sales force into teams. |
| **Oct. 8** | Order merchandise |
| **Oct. 13-17** | Sales promotion preparation time. |
| **Oct. 29** | Assuming 3 weeks delivery time, mdse. should arrive during the week. |
| **Oct. 27-30** | Word of mouth advertising, posters, ads, etc. can be utilized one week prior to beginning of campaign. |

# BLUE TEAM

## Individual Sales Performance

NUMBER SOLD AND SALES RATING

| | Fink | Goof-Off | Mickey Mouse | Clerk | Salesman | Star Salesman | DECA Salesman | Star DECA Salesman |
|---|---|---|---|---|---|---|---|---|
| **Sales Force** | 6 | 12 | 18 | 24 | 36 | 50 | 72 | 100 |

# INTERNAL ORGANIZATION

## Team Performance

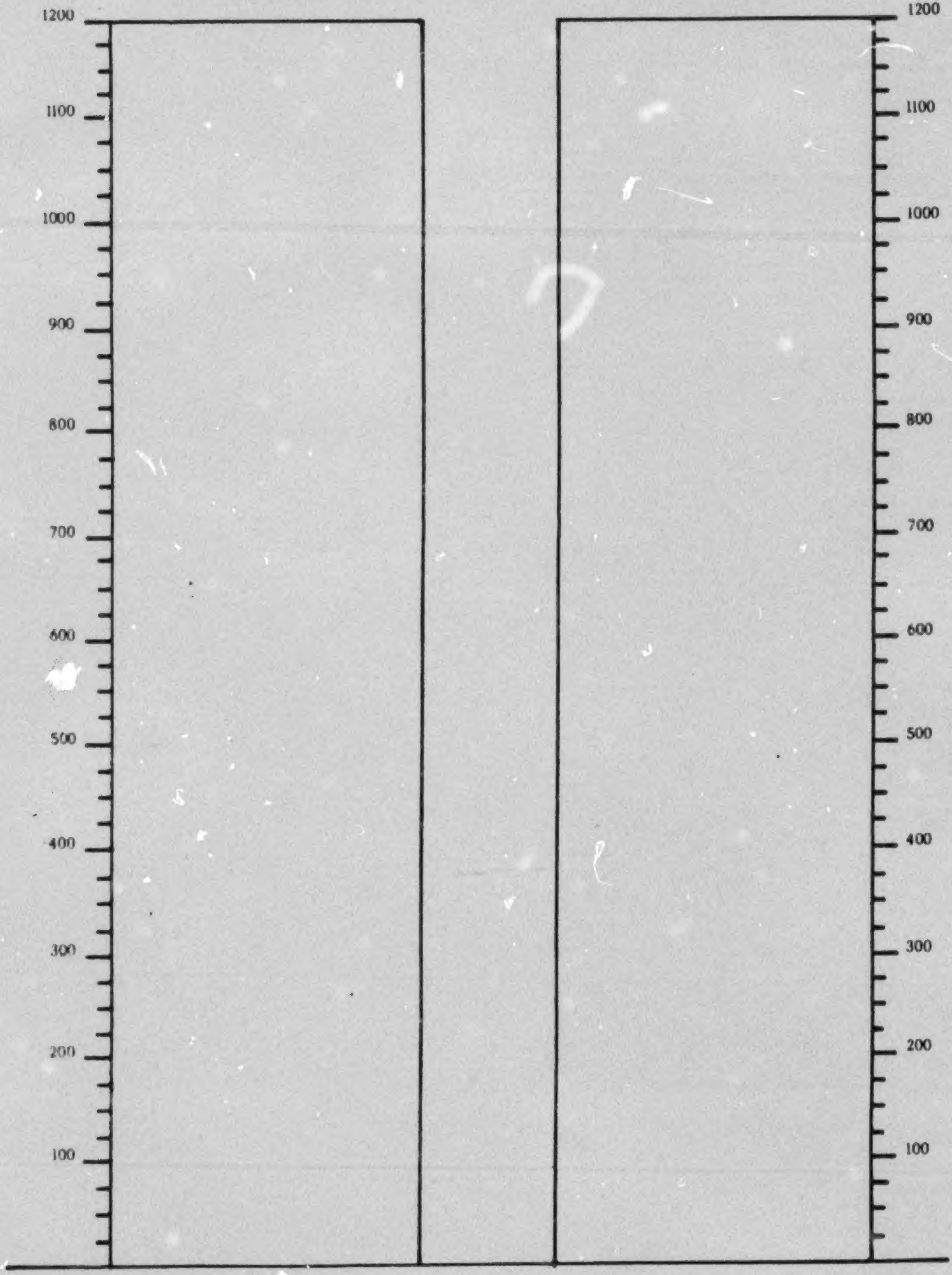
**Chapter Quota** ☐

**BLUE TEAM**

Quota ____________

**GOLD TEAM**

Quota ____________



# CAREER DEVELOPMENT

## SESSION 3

### Development of Attitudes

**OBJECTIVES**

1. The student will self-access his string and weak personality and leadership traits.
2. The student will be able to discuss why the word "attitude" is the most important word in the world.

**ACTIVITIES**

A. Read handout on self-evaluation.

B. Complete the personality and leadership inventory that is enclosed.

C. Read the script "The Magic Word".

D. Answer the questions at the end of the script.

E. Be prepared to discuss why our attitude will determine our success in life.

F. Discussion on how attitudes are developed and changed.

Handout #9

# SELF EVALUATION

Who is the most important person in the world right now? The answer is clear. It is YOU!

Now let's take a look at this very interesting and determined person-YOU. To succeed, to get ahead, is a highly individual matter. It requires soul-searching and greater understanding of YOU...your talents, your abilities, your likes, your dislikes.

There are over two billion people on this earth, each a little different. You are an individual. You are one of a kind. It is true that many personal characteristics are common to each of us. But, it is equally true that each of us is a complex and unique combination of aptitudes and interests, skills and abilities. These are the factors which help us to shape our goals and determine the success we achieve in attaining these goals.

In order to establish your goal in life and in order to map out a campaign to achieve these goals, you must take a long objective, impartial look at yourself-one that is completely honest. You'll not be cheating anybody but yourself.

Knowing these facts, you must plan your future by first analyzing yourself-the person you are right now at this very moment.

through self-analysis, and self-evaluation, you know the person you'd like to be-the kind of job you'd like to have-the salary you'd like to earn-and the many other goals that add up to success.

By combining the present facts with your future goals, you will know just how to get from where you now are to where you want to be. You will learn how to make the very most of your good points, and how to strengthen your weak points-at least prevent them from standing in your way.

To do this, you must take the time to sit back and think about yourself, to look yourself squarely in the eye and evaluate clearly the strong points and the weak points that make up your character. You'll get to know yourself much better and by so doing carefully plan the best possible campaign that will get the most out of your personality and abilities and interests.

Through this self-evaluation, your way to success is clear-cut and direct-your goal is within sight!

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WAUKESHA COUNTY TECHNICAL INSTITUTE

**BUSINESS CAREER DEVELOPMENT** Inventory #10

Name ______________________________ Date ______________

## PERSONALITY AND LEADERSHIP INVENTORY

Directions: Inventory your personality traits and leadership qualities As you answer the following questions, try to see yourself as others see you. Place a check mark in the column marked Yes, No, or Usually. Do not mark the Improvement column at this time.

| | | Yes | No | Usually | Improvement |
|---|---|---|---|---|---|
| Reliability | | | | | |
| 1 Can you be counted on to do what you say you will do? | 1 | ____ | ____ | ____ | ______ |
| 2. Do you always finish what you start? | 2 | ____ | ____ | ____ | ______ |
| 3. Are you considered to be a responsible person? | 3 | ____ | ____ | ____ | ______ |
| Honesty | | | | | |
| 4. Do you value your personal integrity? | 4 | ____ | ____ | ____ | ______ |
| 5. Can you be trusted not to reveal business secrets? | 5 | ____ | ____ | ____ | ______ |
| 6. Would you handle your employer's money and property the same way you would handle your own? | 6 | ____ | ____ | ____ | ______ |
| Ambition | | | | | |
| 7. Are you eager to get ahead? | 7 | ____ | ____ | ____ | ______ |
| 8. Do you have both interest and enthusiasm? | 8 | ____ | ____ | ____ | ______ |
| 9. Are you willing to work hard to prove your ability? | 9 | ____ | ____ | ____ | ______ |

| Intellectual curiosity | | Yes | No | Usually | Improvement |
|---|---|---|---|---|---|
| 10. Do you view all aspects of a situation? | 10 | | | | |
| 11 Do you spend some time each day reading for the sake of self-improvement? | 11 | | | | |
| 12. Do you enjoy solving problems? | 12 | | | | |
| Courage | | | | | |
| 13. Do you stand by your convictions? | 13 | | | | |
| 14. Would you defend a friend who was being unjustly criticized? | 14 | | | | |
| 15. Are you self-confident? | 15 | | | | |
| Stamina | | | | | |
| 16. Is your health good? | 16 | | | | |
| 17. Do you eat well-balanced meals? | 17 | | | | |
| 18. Do you get adequate sleep and exercise? | 18 | | | | |
| Manners | | | | | |
| 19. Do you practice correct business and social etiquette? | 19 | | | | |
| 20. Are you tactful? | 20 | | | | |
| 21. Are you sympathetic with other people's problems? | 21 | | | | |
| Initiative | | | | | |
| 22. Can you work with a minimum amount of supervision? | 22 | | | | |
| 23. Do you strive to develop your ability to make judgments? | 23 | | | | |
| 24. Are you a "self-starter"? | 24 | | | | |

| | | Yes | No | Usually | Improvement |
|---|---|---|---|---|---|
| Organizational ability | | | | | |
| 25. Is your personal life well organized? | 25 | ____ | ____ | ____ | ____ |
| 26. Is your paper work neat? | 26 | ____ | ____ | ____ | ____ |
| 27. Do you plan your day for maximum efficiency? | 27 | ____ | ____ | ____ | ____ |
| Decision-making | | | | | |
| 28. Do you weigh the pros and cons of a situation before reaching a decision? | 28 | ____ | ____ | ____ | ____ |
| 29. Can you make a decision on the spot if one is required immediately? | 29 | ____ | ____ | ____ | ____ |
| 30. Do you avoid worry about decisions you have made, attempting instead to learn from mistakes? | 30 | ____ | ____ | ____ | ____ |
| Flexibility | | | | | |
| 31. Can you "shift gears" on short notice without getting upset? | 31 | ____ | ____ | ____ | ____ |
| 32. Are you calm during a crisis? | 32 | ____ | ____ | ____ | ____ |
| 33. Do you have the courage to admit a mistake and to change your strategy? | 33 | ____ | ____ | ____ | ____ |
| Communication | | | | | |
| 34. Can you express yourself well? | 34 | ____ | ____ | ____ | ____ |
| 35. Are you able to "think on your feet"? | 35 | ____ | ____ | ____ | ____ |
| 36. Do you make an effort to improve your speech? | 36 | ____ | ____ | ____ | ____ |
| Vision | | | | | |
| 37. Are you concerned with improving unsatisfactory conditions? | 3 | ____ | ____ | ____ | ____ |
| 38. Are you able to view things as they would be under different circumstances? | 38 | ____ | ____ | ____ | ____ |

| | | Yes | No | Usually | Improvement |
|---|---|---|---|---|---|
| 39. Would you like to be known as an "idea man"? | 39 | ____ | ____ | ____ | ____ |
| Leadership | | | | | |
| 40. Are you able to make people feel better when they are feeling depressed? | 40 | ____ | ____ | ____ | ____ |
| 41. Are you persuasive? | 41. | ____ | ____ | ____ | ____ |
| 42. Are you interested in people and anxious to see them succeed? | 42 | ____ | ____ | ____ | ____ |

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WAUKESHA COUNTY TECHNICAL INSTITUTE
BUSINESS CAREER DEVELOPMENT
MESSAGE NUMBER 1

## THE MAGIC WORD

### Opens new doors for you

The magic word is a two-edged sword--which brings up the success we seek--or if misused, a life of disappointment and frustration. Knowledge and understanding of this key word is Step Number One in your journey to greater success--it's the foundation upon which to build a happier, healthier, more prosperous life for you and your family.

**NOTES**

*Intro Hello...this is Earl Nightingale, and this, THE MAGIC WORD, the first of your LEAD THE FIELD messages.

Before we start, I'd like you to know that I'm not going to try to tell you how to live your life. That's none of my business, nor is it anybody else's business. That's your business. Nor is LEAD THE FIELD a collection of pleasantries, platitudes and pollyanna.

The first thing I want you to understand, if you don't already, is that there is a way to live so that you will be successful every day of your life. Success is not a will-o'-the-wisp that comes to some and not to others because of fate, chance or luck. If you've held this idea in the past...now would be a good time to get rid of it. Success in life can be predicted with absolute certainty. You can have the things you want..all of them; and you will have them if you will make these messages a part of your way of thinking...a part of your way of life.

If you give a blueprint to a skillful builder, do you think it will be a matter of chance, or luck, that he will complete the structure successfully? Of course not. He merely begins at the beginning, and follows the plan, step by step, to its completion. This is what LEAD THE FIELD is: It is a blueprint for success. If you will follow it... the results will be automatic...every time, with every person.

Now---let's go to work with the first message of LEAD THE FIELD.

THE MAGIC WORD! The experts call it the most important word---as far as the results we get from life are concerned---in this or any other language. And the Magic Word is---ATTITUDE!

NOTES

Attitude is defined as "the position or bearing as indicating action, feeling, or mood." And it is our actions--feelings--or moods--which will determine the actions, feelings, or moods of others toward us.

It is, then, our attitude toward life which will determine life's attitude toward us. What does this mean exactly? Well--Everything operates on the law of cause and effect. That is why I say success can be guaranteed, and will come to us every time if we life in the right manner. We are charged with producing causes... the effects, or the rewards of our actions, will take care of themselves.

Good attitude--good results. Fair attitude--fair results. Bad attitude--bad results.

You see, each of us shapes his own life. And the shapes of them are, and will be, determined by our attitude, the attitude we hold most of the day! Sounds simple, doesn't it? But it's not quite that easy. For most of us, learning this new habit takes time. But once it is mastered, your daily life will become as different as it is to walk out of the dark, into the bright clear light of day.

A person with a poor attitude toward learning, for example, isn't going to learn very much until he changes his attitude. I know you can think of examples of this in your own life. If we take the attitude that we cannot do something, we generally will not do it. An attitude of failure--and we're whipped before we start!

So, we know, then, that what we receive from life what we accomplish, or fail to accomplish, is due in large measure to our over-all attitude.

The brilliant William James of Harvard University put it this way: "The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind." You see, this is an area that each of us can control--and isn't it wonderful that we have this great power over what's going to happen to us?

In order to develop a good attitude toward the world in general--each of us must first develop a good attitude toward himself. We can't give to others something we don't have, so it is the attitude we take toward ourselves which determines our attitude toward the world.

Whenever you see someone with a poor attitude, you can be sure that he has a poor attitude toward himself. He doesn't like himself very much as a person--at least not at that time. He's unhappy about something, because a happy person reflects his happiness in his attitude. A person with a poor attitude most of the time is unhappy and frustrated most of the time. This is easy to see and understand.

Now, right here we come to a rather strange fact: we're so familiar with ourselves that we tend to take ourselves for granted; we tend to minimize the things we can accomplish--the goals we can reach--and for some equally strange reason, we believe others can accomplish things in our field which we cannot! But I want you to realize that there is an enormous area of undeveloped potential within each of us-- a great reserve of talent and ability which we habitually fail to use.

There are literally millions of human beings living narrow, darkened, frustrated lives--living defensively--simply because they take a defensive --doubtful attitude toward themselves and, as a result toward life in general.

Attitude is the reflection of a person! (What is going on in the inside shows on the outside!) One's attitude is incalculably powerful. It can bring about marvelous results for us. But we must train it, patiently, day by day.

Now, for just a minute, let's talk about the people who are successful. The top five percent of the people who go sailing through life from one success to another and who, when they occasionally fail at something, shrug it off, and head right out again.

No matter what a person does--men and women in sales, business executives, people in the professions, wives and mothers, students, people in the armed forces, public servants, men and women in the service of religion--working men and women in all fields of endeavor--wherever you find a person doing an outstanding job and getting outstanding results, you will find a person with the right attitude. You have only to think of the people you know to prove this.

These people take the attitude toward themselves that they can accomplish what they set out to accomplish; that there's no good reason on earth why they can't be competent--successful. They have a healthy attitude toward themselves... and as a natural result..toward life and the things they want to accomplish.

Because of this, they achieve some remarkable things and come to be called successful, outstanding, brilliant, lucky, and so on. They are quite frequently no more brilliant or outstanding than the majority of the people by whom they're surrounded...but they have the right attitude. And they find their accomplishments not too difficult and, many times, surprisingly easy, simply because it seems so few others are really trying...really believe in themselves.

Successful people come in all shapes and sizes and in widely varying degrees of intelligence, background, and education. But they have one thing in common: they expect more good out of life than bad; they expect to succeed more often than they fail--and they do.

When you want something worthwhile, take the attitude that there are a lot more reasons why you can have it, than there are that you cannot. Set out to earn it--go after it--work at it--ask for it--and nine times out of ten, you'll get it.

Now, think about this:

Our environment is really a mirror of our mental attitude. If we don't like our environment, we have to first change our attitude. The world plays no favorits; it's impersonal. It doesn't care who succeeds and who fails; it doesn't care whether we change or not. Our attitude toward life doesn't affect the world and the people in it nearly so much as it affects us.

It would be impossible to even estimate the number of jobs which have been lost, the number of promotions missed, the number of sales not made, the number of marriages ruined by poor attitudes. But you can number in the millions the number of jobs which are held though hated, the marriages which are tolerated but unhappy--all because of people who are waiting for the world and others to change toward them, before they'll change, instead of being big enough and

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wise enough to at least make a test which will prove beyond any shadow of a doubt where most, or at least a big part, of the trouble lies.

Studies made of the lives of literally thousands of successful people have shown that they radiate confidence--assurance. They expect success, and they GET success! You can spot these people by the way they walk--by the way they look and act--you can feel it about them when they enter a room. They may be short and fat, or tall and thin, or any possible combination in between--but they have about them the attitude that attracts success.

All right, so a successful attitude will bring us the success we seek, but how does a person get this kind of attitude?

The easiest and most effective means of forming a good attitude habit is to begin to ACT as though you have a good, positive, expectant attitude toward life. That's right. Begin now to walk, act, and look as though you belong to this group. If you're already in the top five percent--you know what I mean. If you've never tried it, you'll be amazed at what happens. Remember, actions trigger feelings--just as feelings trigger actions!

Not long ago, I read a line which went: "Life is dull only to dull people!" This is true. It could also have read: Life is interesting only to interesting people." Or, "Life is successful only to successful people."

What I'm trying to say is that you must first become mentally...from an attitude standpoint--that which you wish to achieve. The great German philosopher, Goethe, put it this way: "Before you can do something, you must first be something."

A famous, successful restaurateur was asked by a newspaper reporter, "When did you become successful?" He replied, "I was successful when I was sleeping on park benches. I knew what I wanted to do, and I knew that I would do it." You see, his attitude had been one of success, of expecting success, long before the material, the tangible rewards of success had been earned. We'll get into this particular phase of LEAD THE FIELD in Message No. 3 but for new, remember that a

NOTES

a person must ACT--LOOK--and, because of these things--FEEL successful "before" the success he seeks can come!

Chances are you know people who seem to be what others call "lucky." All kinds of good and wonderful things happen to them--and they give the impression of happily sailing through life having a wonderful time and accomplishing more in a year than most people do in five years.

This has been figured out scientifically, and if you will conscientiously go about the test I'm going to recommend, and stay with it every day for the next thirty days, you will find yourself joining this small, happy, and extremely productive group of people. You'll find yourself becoming "lucky," as they say, and most of your problems will take care of themselves.

Of this you can be sure--the results will be nothing short of amazing. Here's the test:

For the next thirty days, act toward the world--everything and everyone with whom you come into contact--with an attitude which represents the kind of results you want to achieve. That is, if the result you want is more success in what you're doing, act as though you are already in possession of the success you seek. If you want others to treat you with admiration and respect treat others with admiration and respect...first.

For the next thirty days, treat every person with whom you come into contact as the most important person on earth. Do this for two excellent reasons:

1. As far as that person is concerned, he is the most important person on earth. You'll never get him to admit this, but that's the way he feels just the same--and,
2. Because this is the way human beings ought to treat each other.

But why everyone? Why should we treat the elevator operator, or the delivery boy with the same respect and courtesy we show to our best friend or best customer? Again, for two reasons:

1. By treating everyone the same way, we form the right habit--and,

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2. Can you truthfully say one person is really more important than another?

Mainly, though, it's a matter of forming the kind of habit that works to our advantage automatically. We soon don't even have to think about it. The results will amaze and delight you. There is nothing in the world that men, women and children want and need more than the feeling that they're important. That they're needed and respected. They will give their love, their affection, their respect--and their business--to the person who fills this need.

Have you ever noticed that the higher you go in any organization of value the nicer the people seem to become? You see, the bigger the person, the easier it is to talk to him--to get along with him--and to do business with him. Do you know why? It's because he has a good attitude, and people with the best attitudes just naturally ascend to the top. He doesn't have a good attitude because of his position; he has the position as a result of his attitude.

So, for thirty days, act toward others and the world at large in exactly the same manner you want the world, and others, to act toward you. Treat your wife, or husband, as the person she, or he, really is: the most important person in your life. And the same with your children. Carry out into the world each morning for thirty days, the kind of attitude you would have if you were the most successful person on earth. And notice how quickly it develops into a habit. Almost immediately, a change will be noticed. Irritations that used to frustrate and annoy disappear. When some less informed individual gives you a bad time, stay on the track. When someone cuts in front of you with his car, or acts in any other manner that shows his ignorance and lack of courtesy, don't permit yourself to drop to his level. Pity him... for that's what he really deserves. That's the very group a person doesn't want to belong to. And if he acts like them--well, let's face it, he belongs with them.

When a person develops the right attitude, he should realize he has already placed himself on the road to what he seeks. That he is right now in the top five percent of the people. He has prepared the ground and planted the seed--he has made of himself an embodiment of that which he seeks.

NOTES

The person who takes this attitude should realize that he is using one of the most important secrets of the really great men and women of the world. Before metal can be cast into a desired shape, the mold, the expectant receptacle, must first be fashioned. Before a building can be erected, the excavation must be formed and the foundation put into place.

And before a person can achieve the kind of life he wants, he must become that kind of INDIVIDUAL. He must think, act, talk, walk, and conduct himself in all of his affairs as would the person he wishes to become! He is, then, actually that person, and the things that person would have and would do will naturally come to him!

So, then--the magic word is ATTITUDE!

And, in summing up, here are a few points to keep in mind:

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
2. It is our attitude toward life which will determine life's attitude toward us.
3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.
4. Before a person can achieve the kind of life he wants, he must become that kind of individual--he must THINK, ACT, TALK, WALK, AND CONDUCT HIMSELF IN ALL OF HIS AFFAIRS--as would the person he wishes to become.
5. The higher you go in any organization of value, the better will be the attitudes you will find. There's a good reason for this.
6. Your mind can hold only one thought at a time. Since there's nothing to be gained by holding negative thoughts, hold successful positive thoughts.
7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.

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8. Part of a good attitude is to look for the best in new ideas...and look for good ideas everywhere.

9. Don't waste your time broadcasting personal problems. It probably won't help you--it cannot help others.

10. Don't talk about your health unless it's good--unless you're talking to your doctor.

11. Radiate the attitude of well-being, of confidence, of a person who knows where he's going. You'll find good things will start happening right away.

12. Lastly, for the next thirty days, treat everyone with whom you come in contact as the most important person on earth. If you'll do this for thirty days, you'll do it for the rest of your life.

------

Please play this message as often as you conveniently can for thirty days. Now, in closing, let's remember the words of Walter Dill Scott of Northwestern University:

"Success or failure in any undertaking is caused more by the mental attitude--even than by mental capacities."

WAUKESHA COUNTY TECHNICAL INSTITUTE

BUSINESS CAREER DEVELOPMENT

Activity #11

## Idea Stimulators

Message No. 1 - The Magic Word

1. At the beginning of a difficult task, what, more than anything else, will assure its successful outcome?________________

________________________________________

2. What do all successful people have in common?________________

________________________________________

3. What is the one factor in life upon which we can definitely count?

________________________________________

4. Why do some people seem to get old before their time, where as others always seem to have a young and vigorous outlook? ________________

________________________________________

5. Why is it that the higher you go in any organization of value, the nicer the people seem to become?________________

________________________________________

6. Before a person can achieve the kind of life he wants, he must do what?

________________________________________

7. Why do some people believe that the worthwhile goals in their fields are beyond their reach, yet attainable by others?________________

________________________________________

8. When someone treats me rudely or thoughtlessly, what is the attitude I should take toward him?________________

________________________________________

9. What is the one thing men, women and children want and need more than anything else?________________

________________________________________

10. If a man is bitter and cynical, is it because life made him that way or because HE MADE LIFE thay way?________________

________________________________________

11. What is "The Magic Word" and why is this word called the most important word in any language? How can I apply the message of "The Magic Word" to my business and personal life?

________________________________________

________________________________________

________________________________________

# CAREER DEVELOPMENT

## SESSION 4

## Career Opportunities

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will be familiar with the many career opportunities available in the distributive field. | A. Librarian will explain to the students how to use the D. O. T. and the Educational Resource C Center. |
| | B. Research the many opportunities available in distribution. |
| | C. Develop a list of 50 careers available. |
| | D. Select 10 of the 50 careers listed that seem to be most desirable to you. |
| | E. Select top career objective and prepare a written report describing career, job opportunities, salary, location of employment, and requirements of field. |
| | F. Explanation of job cluster concept. |

## CAREER DEVELOPMENT

### SESSION 5 & 6

### Career Opportunities

**OBJECTIVES**

1. The student will be able to identify the job factors that can effect the life style in one of the occupations.

**ACTIVITIES**

A. Small group discussion by similar interest areas.

B. Select a discussion leader and a recorder.

C. The recorder will write a report on the discussion and give an oral report to the class.

# CAREER DEVELOPMENT

## SESSION 7, 8, 9

### Develop A Career Day Program

**OBJECTIVES**

1. The student will research the available people in the geographic area that are involved in a similar career as their career goal.
2. The student will talk with several businessmen from the distributive field.

**ACTIVITIES**

A. Develop a Career Day Program with local businessmen, alumni, four year institutions, chamber of commerce etc.

B. Speak to all of the businessmen about future careers.

C. Develop a program of speakers for a morning in various career areas, luncheon, and in the afternoon tour local business.

Handout #4

## WHAT ARE YOUR MOTIVATIONS?

Why do you want to succeed?

You may think the "why" is very unimportant. This is not so. The reason why you want to succeed is the actual fuel for success, much the same as gasoline is the real power that runs an engine or the breaking of the atom generates the vast power of the Atomic Bomb. Without such fuel an engine is dead; the Atomic Bomb a dud; your success failure.

Psychologists call it motivation. The Business Faculty says it's simple "finding the motivation" for your success. Here's a story of a man who had to find his motivation for success before he could make a decision to achieve it.

Henry Thompson lived in a city of 100,000 people. He was vice-president in charge of engineering for the largest manufacturing firm in town.

The President of the company, Henry's direct superior, was the most important man in town. He was a civic leader, admired and respected. He enjoyed power and prestige. His wife and children shared his social prominence.

Henry Thompson was quite happy in his home town, and in his job. His salary was not very high, but he made a very comfortable living for himself and his family. However, Henry did have one burning ambition; he wanted to be president of the company.

This ambition was not unreasonable; everyone took it for granted that Henry would take over when the old man retired.

Then one day something unexpected happened. Out of a clear sky, Henry received an offer from a large manufacturer in New York City; they offered him almost double his present salary. It was a giant company, however, with a huge staff of executives; there was little chance that Henry would every become president of the New York firm.

What should he do?

For a solid week, Thompson spent sleepless nights thinking about his decision. The offer was very flattering, and the money was certainly tempting. He considered every angle over and over again, but could not make up his mind. Finally, he sat down withpaper and pencil to figure out the situation.

Henry asked himself two questions.

What has always been my greatest ambition?

The answer to this was easy-to be president of the company.

Why?

This question wasn't so easy. It required some real soul-searching before he wrote down his answers:

1. I want the power of directing the affairs of the company. I want the highest authority.
2. I want the presitge of being the leader of my community.
3. I want these things not only for what they will mean to me, but for what they can bring to my wife and children.

It was suddenly crystal clear. After looking at his reasons on paper, in black and white, Henry Thompson knew that no amount of money in the new job could tempt him. The decision was simple; he turned down the offer without any further conflict.

He stayed on the path that led him to what he wanted. Today, he's president of the company- a happy and successful man.

So you see, like Henry, knowing why you want to succeed will help you to understand the kind of success that you want... and understanding the kind of success you are looking for, will help you choose the right field, the right spot...and...the right training.

Here is a list of reasons "why"-motivations for success. Study them carefully. Select your motivations and the degree to which they apply in your success. You'll learn more about yourself and much more about shaping your plans for the future.

| | Strong | Average | Weak |
|---|---|---|---|
| The desire to make money for the sheer thrill of it. | | | |
| The desire to enjoy the things that money can buy. | | | |
| The desire to build security for the future. | | | |
| The desire to provide more for your wife and children. | | | |
| The desire for recognition and admiration from others. | | | |
| The desire for affection and warmth from others. | | | |
| The desire to have as much or more as others. | | | |
| The desire for power, for authority. | | | |
| The desire for leadership, to stand above the crowd. | | | |
| The desire for dedication, for outstanding service to a cause. | | | |
| The desire for higher social spheres, to be with others who are successful. | | | |
| The desire for self-respect, to feel that you have done your best and mode the most of your abilities. | | | |

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WAUKESHA COUNTY TECHNICAL INSTITUTE
BUSINESS CAREER DEVELOPMENT

## MESSAGE NUMBER 7

## IT'S EASIER TO WIN

### Success can be easier than failure

This message cuts straight through all the confusion as to why we act, talk, and conduct ourselves as we do--and tells how we can protect ourselves from disappointments by making a small but vitally important shift in our lives. Realizing "It's Easier to Win" can make a dramatic difference in your life!

NOTES

This is LEAD THE FIELD Message No. 7, "It's Easier to Win."

All kinds of studies have been made regarding motivation. What is it that motivates people to do the things they do, live the way they live achieve the things they achieve? And, while there is certainly no pat answer to so large and complicated a question, I believe the overriding force which motivates us, as individuals, is a thing I call "choice of environment."

Some people make this choice consciously, but I'm certain the great majority of people make the choice unconsciously as a result of environmental conditioning.

As an example, let me repeat the statistics regarding the financial condition of men reaching age sixty-five: We are often astonished when our insurance man tells us that of one hundred young men who start even at age twenty-five, by the time they would reach sixty-five, forty years later, only one is well-to-do financially; four are financially independent for the rest of their lives; five are working; thirty-six have died and fifty-four are flat broke!

If a working man saved only a dime out of each dollar he earned and if he never made more than $6,000.00 a year, he would save $24,000.00 by the time he reached age sixty-five. At going interest rates, it could amount $58,809.80. This sum of money would certainly represent financial independence to the average worker at age sixty-five. Add adequate life insurance to this amount, and he will also have provided financial independence for his wife.

Now, why do only five men out of one hundred achieve financial independence during their lifetimes? Why are only five men MOTIVATED to achieve financial independce--something which almost everyone will tell you he wants to achieve?

It's here that we begin to see motivational forces at work. Motivation, to my mind, is closely linked to environment. Our reaction to environment can be said to be the tendency to act, think, and talk like the people by whom we're surrounded. Since only five percent achieve financial independence during their lifetimes, the odds are ninety-five to five that in any given case an individual is surrounded by those who do not stress the importance of financial independence. People are not broke at sixty-five because they have been denied the opportunity to achieve financial independence --but rather, because they have conformed to a "group" which does not stress its importance. They have conformed--to their environment. And I'm only using financial independence as an example.

These people can be said to be the individuals who do not choose their environment, but simply go along with the environment in which they find themselves.

This would be fine...if the statistics were reversed. If ninety-five percent of the people could be said to be successful, the odds would be excellent if we just went along with the crowd. In that event, selecting an environment might not be too important. But this is not the case--and never has been, and probably never will be.

If an individual does not choose, of his own volition, the environment in which he would like to live and raise his children, the chances are about ninety-five to five that neither he nor his children will live in an environmental climate offering the maximum of success and enjoyment of life.

Let's take a hypothetical case, and call him an average man in the free world--although there's no such thing as an average man. The trouble comes from acting as though we're average.

In the case of this so-called average man--from the time he is born until about age twenty-five, most of his life is spent in doing what others have told him to do. As a child, it's his parents, and they mold him much as a potter molds

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clay. He talks as his mother and father talk; he thinks the way they think. If they think something is bad, he thinks it's bad. He grows up in their religious faith, and very probably ultimately in their political party. If they have deep-rooted prejudices, he will naturally adopt them as his own.

When he reaches school age, he will begin to emulate the other children. He laughs at what they consider funny, and conducts himself as they conduct themselves. To a youngster in school, the most important things on earth is to be liked. The craving for esteem in the eyes of our contemporaries is the deepest craving of the human being. And he'll do what the others do. He'll dress as they dress--drag his feet as he walks if they drag their feet. He wants to belong--to be liked. But remember, he is emulating people who do not know any more than he does: he isn't playing follow the leader--he's playing follow the follower.

Do you remember what Willie Loman said in "Death of a Salesman?" He said, "The important thing is to be liked." Willie Loman had never grown up. Of course, it's important to be liked. But this is only one part of life. To Willie it was everything--and his ignorance of life and of the world brought him frustration and despair. But to a boy in school--on the average--being liked and doing what the other boys do is the most important thing in the world. This vise-like pressure of conformity lasts for twelve to sixteen years.

Out of school, our young man goes into military service. Here again he is gripped by a vise of conformity far greater even than he had known in school. He still acts like the other fellows and talks and thinks like them; but now he even looks exactly like them: same shoes, clothes, actions, everything. He becomes a unit in a thing called National Defense. And, while this is the way things have to be, the effect of standardization is, of course, enormous.

Now, let's say our young man is twenty-five, out of school, out of service. He goes back to his home town (unless he's married, in which case he usually goes to live in his wife's home town)--but let's say he is still single.

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For the first time in twenty-five years, he finds himself on his own. He must make a decision as to what to do, and it's a little frightening. One day he's standing on a corner, not knowing just what to do, when he is met by an old friend from his school days. And the friend asks:

"What are you doing?"

"Nothing."

"Why don't you come down and go to work where I work. It's a good job, the pay's regular, forty-hour week, fringe benefits--the whole thing."

So he does--and that's often the end of him.

By taking the job suggested by his friend, he is still going along with the gang; but he is also giving less attention to the selection of a career than he would give to selecting a necktie.

On the job, what's the most natural thing in the world for him to do? It's to continue to go along with the gang. He's been doing it for twenty-five years. Why should he change now? So, on the job, he looks around to see how the other fellows are doing their work, and he begins doing his work the same way.

You see, no one has told him that he's living in the golden age that mankind has been dreaming of, and building toward, for thousands of years. No one has told him that from now on out, what happens to him will be in his hands--not his parents--not his teachers--not the military--not his associates: but it's all up to him from here on out. He has before him perhaps a half century or more in the greatest age the world has known. Now, what is he going to do with his golden years?

The first thing our young man does on his new job is to observe how the other men are working, and he begins working the same way. He doesn't want to stand out, to be different. He accepts this performance as the norm and quickly conforms to it.

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And now, with a steady job, he can marry his girl. Which he does. He then often goes out to a large suburban development and buys a house that looks like every other house on the street for as far as the eye can see. This makes him feel comfortable: he belongs. What he actually does, is disappear again, as he did in the classroom and in the service.

Now, here is the American Dream we're always hearing about. A steady job, a wife, a little house in the suburbs, a new car, the biggest pay check, and the highest standard of living the world has ever known. A wonderful start in life! Now, again, what does he do with his life?

Well, he works forty hours a week. This leaves him seventy-two hours a week when he is neither working nor sleeping. Seventy-two free hours a week--almost twice the time he spends on the job earning a living for his wife and subsequent children. What does he do with his free seventy-two hours a week? As a rule, he will do the same thing the other fellows are doing with their free seventy-two hours a week. He doesn't do much of anything with them.

On a typical afternoon, he quits work, right on the dot, and drives his little car to his little house. He goes into his little kitchen, kisses his little wife, and says, "I'm tired." In many cases, he says this because he used to hear his father and his grandfather say it in the days when men actually worked hard enough to get tired. The wonderful technological and sociological advances which have given him freedom from back-breaking toil and grinding poverty --permit him to keep just that much more energy and good health.

After dinner, as likely as not, he will devote the rest of the evening to watching television. In this way, he is able to lose himself in worlds he must believe to be more interesting than his own. What he is actually doing is watching other people earn excellent incomes in the pursuit of their careers, while he doesn't make a nickel. And while his most valuable possession--time--is slipping silently away. All too frequently, our young man does not see his television set as one of the wonderful near-miracles of our age and as a tool for the further enrichment of his life. Instead, he uses it as a soporific means of escape from a world he has

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come to think of as dull and average.

All too frequently, he doesn't know how fortunate he is. He doesn't realize that for the first time in all the difficult centuries of man, he no longer needs to work from early morning until late night, six days a week, just to earn barely enough to keep his family alive. Instead, he will earn at least a quarter of a million dollars. He has free time, lots of it and he takes for granted a great many luxuries which are the wonder and envy of ninety-four percent of all the human beings on earth. Furthermore, he can actually decide for himself what he wants to do with his life. He knows how to read and write--and all the books in the English language are available to him at his public library, free of charge. In short he often takes for granted all the wonders that have been given him.

And with all of this, he lives a minimal existence--doing no more than he has to do in order to get by without too much discredit--hoping that times remain good so that he can keep his job. He thinks it is only natural that his company, his town, and his country should continue to improve, expand and advance. But somehow, it isn't necessary for him to do likewise.

Why does he live this way? Because this seems to be the way the rest of the fellows are living, and if they're living that way, he feels it must be all right. Here is a case of mass motivation. Of playing follow the follower.

We know that our young man has tremendous abilities and potentialities intrinsically his own. There is no other human being on earth exactly like him. We know there are, within his job, wide fields of interest which, if he knew about them, would change his life to one of excitement--and make him a real contributor to the economy, instead of a feeder.

All too often, he walks down a narrow road. Right in his own job, and stretching clear to the horizon, are the rich, sunlit fields of opportunity. But between him and these fields, there is a tall hedge which shields them from his view. This hedge is called "conformity." And until he breaks through--cuts his way through this thorny barrier--he will never see nor know the joys of living fully extended.

But--how can we do this?

First, we must begin to think. We must look at ourselves objectively for what we really are--distinct individuals with unlimited opportunities for development in the free world.

Second, we must ask ourselves some questions: Do I want to be like the people I'm emulating? Are these the people I want my children to be like? I know they are good people--but do they know where they're going? Are they successful? Are they as successful in living as I want to be? If I continue to go along as I have in the past, where will I be five years from now? Am I operating at or near peak efficiency? Am I really a pro--or have I been doing just enough to get by? Am I devoting a part of my leisure time each day to thinking of ways and means by which I can increase my contrubution, realizing as I do that my rewards in life will always be in exact proportion to my service? Am I following an intelligent course for improving my mind and increasing my knowledge? Or do I think I already know enough?

I expect my company and my country to improve with the passing of each year. What am I doing --personally--to keep pace with this improvement --or even exceed it? Have I thought much--and told my children--about how lucky we are to live in a free society in which we can go where we please without having to ask for passes; work where we please and at the job of our choice; vote and worship as we please and say what we please? Am I aware of the responsibilities that go with freedom: The responsibility to produce as much as I can so that my freedom may be maintained...the responsibility to become so effective as an individual that even if times should become bad for a while, I could go right on providing for my family through the crisis?

Third, when I get up in the morning, do I know exactly what it is I'm working toward? Have my life and my work a clear direction and a worthwhile purpose? Or am I simply marking time and going along with the crowd? Am I motivated by what I really want out of life--or am I mass motivated?

Harry Emerson Fosdick once wrote: "No horse gets anywhere until he is harnessed. No steam or gas ever drives anything until it is confined. No Niagara has ever turned into light and power until it is tunneled. No life ever grows great until it is focused, dedicated, disciplined."

You see, it is actually easier to win. All we have to do is know some of the rules--and follow them. P. G. Hamerton wrote: "A strong life is like a ship of war, which has its own place in the fleet, and can share in its strength and discipline. But can also go forth alone to the solitude of the infinite sea. We ought to belong to society and have our place in it. But be capable of an individual existence, outside of it."

And it's never too late. For with a purpose--a goal--a man will freqently do more and travel farther in a year than he might otherwise in a lifetime--without one.

## BUSINESS CAREER DEVLEOPMENT

Activity #8

## IDEA STIMULATORS

### Message No. 7 - It's Easier To Win

Name______________

1. What is the overriding force which motivates most of us as individuals?______________________________

______________________________________________

2. How does the so-called average personselect his career?___

______________________________________________

3. What is probably the main reason that the majority of people are financially dependent by the time they are sixty-five?

______________________________________________

4. In what way does a young man usually handicap himself?_____

______________________________________________

5. What does the successful person do with his spare time? __

______________________________________________

6. In what important way is today's worker different from all the workers who have lived before him since the beginning of civilization?______________________________

______________________________________________

7. What sort of existence do too many people experience and why do they live this way?______________________________

______________________________________________

8. What do the experts know about the average person that he doesn't know about himself?______________________________

______________________________________________

9. What is the barrier which causes him to walk a narrow road?

______________________________________________

10. What must I do if I want to know the joys of living life to its fullest?______________________________

______________________________________________

11. How can a person be compared to a ship of war?____________

______________________________________________

12. Have I chosen my present environment as a matter of deliberate decision, or am I in my present environment as a result of not having thought much about it?

# CAREER DEVELOPMENT

## SESSION 11

### Career Objectives

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The student will understand the importance of setting objectives for their long range plans in regard to their careers. | A. Read the handout "It's Your Future."<br>B. Complete the Career Objectives form attached. |

Handout #2

# IT'S YOUR FUTURE!

Everyone wants success.. they want to get ahead. And, so do you.

Success means many things to many people. It means one thing to an oil worker in Oklahoma; something different to a merchandise buyer in New York; and still something else to a manufacturer's representative in Milwaukee.

Yet, there are certain elements of success which are the same to everybody. For example:

...everyone wants to go as far as their abilties can take them.

...everyone wants to make more money; more specifically they want the many good things that money will bring-a comfortable home, good food, fine clothing, a new car, interesting vacations, security for the future.

...everyone wants a career that is interesting and brings the respect and admiration of their friends and co-workers.

Yes, everyone wants success...everyone wants to get ahead. But, only *one person in five* has the drive, determination, ambition and perseverence to achieve success. Only one in five will actually do anything about getting ahead.

What about the other four? These are dreamers who spend their lives daydreaming of that better job...that big raise... that better way of life.They will never obtain success because they'll never try to make those dreams come true. You know of this type of individual who is always complaining that he can't get ahead because he never gets "the breaks."

You have shown that you are the one in five. You have taken your first step toward building a real career. Now you must follow this step with action. You must set your goals and stay with them in order to achieve success.

## WAUKESHA COUNTY TECHNICAL INSTITUTE

By formulating ultimate career goals, you will be better prepared to direct your efforts in this course and in your overall job preparation. The illustration that follows shows the career golas of a young man about to graduate from a two-year marketing program. It also shows the personal goals he has set for himself.

(Use the duplicate form to record your own immediate goals as well as the long range goals you hope to achieve. Be as realistic as you can in making your projections.

(SAMPLE)

### BUSINESS CAREER OBJECTIVES

Chart #2

| | NOW - OR WHEN I GRADUATE | FIVE YEARS FROM NOW | TEN YEARS FROM NOW |
|---|---|---|---|
| Company or Industry | A leading retail men's wear store. | Major manufacturer of men's sportswear. | Same major manufacturer of men's sportswear. |
| Position | Salesman/buyer trainee. | Salesman | Regional sales manager. |
| Compensation | $400 a month, plus commissions. Two weeks annual vacation. Insurance benefits. | $6,500 a year and expenses, plus bonus. Five-day week. Free insurance, company car. Liberal sick-leave policy. | $13,500 a year and profit-sharing potential. Continuation of partially reimbursed insurance plans |
| Additional Training or Education to Be Obtained | Company-sponsored training program. | Courses in public speaking and sales. | Management courses. |
| Promotion Prospects | Opportunity to become assistant buyer or assistant manager of branch store. | Opportunity to merit better territory--possible sales supervisory position. | Chance to have top-producing region. Long-range potential for national sales manager. |
| Hobbies or Other Outside Activities | Sports, sports history, and travel. | Tennis, golf, and sailing. | Purchase sailboat. Golf and tennis. |
| Memberships and Community Projects | Join Jaycees. Participate in Community Chest drive. | Hold office in Jaycees Join country club, National Sales Club. | Hold office in National Sales Club. Join Rotary Club. |
| Social and Family Life | Get apartment of my own. Visit family on weekends. Dates once a week at least. Expand record collection, read more good books. Learn to play bridge. | Marry and purchase first home in anticipation of growing family. Entertain business associates. | Plan for education of children. Annual family vacation. Bank account for permanent home. |

## WAUKESHA COUNTY TECHNICAL INSTITUTE
## BUSINESS CAREER OBJECTIVES

Chart #3

| | NOW - OR WHEN I GRADUATE | FIVE YEARS FROM NOW | TEN YEARS FROM NOW |
|---|---|---|---|
| Company or Industry | | | |
| Position | | | |
| Compensation | | | |
| Additional Training or Education to Be Obtained | | | |
| Promotion Prospects | | | |
| Hobbies or Other Outside Activities | | | |
| Memberships and Community Projects | | | |
| Social and Family Life | | | |

Name______________________ Program______________________ Date______________

# CAREER DEVELOPMENT

## SESSION 12

## Chapter Financial Management

### OBJECTIVES

1. The student will learn to analyze a balance sheet and income statement.
2. Given the balance of the DECA treasury and the anticipated expenditures the student will determine the funds necessary to complete the goals of the organization.
3. The student will have an appreciation of why organizations must raise funds.

### ACTIVITIES

A. Discussion.

B. Study the DECA balance sheet and the program of activities.

C. Develop a list of possible fund raising activities and possible return potential.

D. Prepare a chapter budget.

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CLUB, ORGANIZATION, UNIT

FORM B
INCOME-EXPENDITURE SUMMARY

CODE [illegible]

| | EXPENDITURE CLASSIFICATION | ACTUAL 1974-1975 | ESTIMATE 1975-1976 | REQUEST 1976-1977 |
|---|---|---|---|---|
| 01 | INCOME SUMMARY | | | |
| 02 | | | | |
| 03 | BALANCE, SEPT. 1 | | | |
| 04 | | | | |
| 05 | ALLOCATION - FUNDING REC'D. | | | |
| 06 | | | | |
| 07 | OTHER INCOME (LIST BY SOURCE)- | | | |
| 08 | | | | |
| 09 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | TOTAL INCOME | | | |
| 17 | | | | |
| 18 | EXPENDITURE SUMMARY | | | |
| 19 | TOTAL CONTRACTUAL SERVICES (FORM A-LINE 17) | | | |
| 20 | TOTAL PERSONNEL SERVICES (FORM A-LINE 22) | | | |
| 21 | TOTAL MATERIALS-EXPENSES (FORM A-LINE 38) | | | |
| 22 | | | | |
| 23 | | | | |
| 24 | TOTAL ESTIMATED EXPENDITURE | | | |
| 25 | | | | |
| 26 | BALANCE | | | |
| 27 | | | | |
| 28 | REQUESTED ALLOCATION | | | |
| 29 | | | | |
| 30 | | | | |
| 31 | | | | |
| 32 | | | | |
| 33 | | | | |
| 34 | | | | |
| 35 | | | | |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 | | | | |

| CLUB, ORGANIZATION, UNIT | FORM A<br>EXPENDITURES | CODE | PAGE |
|---|---|---|---|

| | EXPENDITURE CLASSIFICATION | ACTUAL 1974-1975 | ESTIMATE 1975-1976 | REQUEST 1976-1977 |
|---|---|---|---|---|
| 01 | CONTRACTURAL SERVICES | | | |
| 02 | TRAVEL | | | |
| 03 | | | | |
| 04 | | | | |
| 05 | | | | |
| 06 | | | | |
| 07 | | | | |
| 08 | SUBTOTAL | | | |
| 09 | TELEPHONE | | | |
| 10 | POSTAGE | | | |
| 11 | EQUIPMENT RENTAL | | | |
| 12 | EQUIPMENT REPAIR | | | |
| 13 | PROFESSIONAL CONTRACTUAL SERVICE | | | |
| 14 | MISCELLANEOUS SERVICES | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | TOTAL CONTRACTUAL SERVICES | | | |
| 18 | | | | |
| 19 | PERSONNEL SERVICES | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | TOTAL PERSONNEL SERVICES | | | |
| 23 | | | | |
| 24 | MATERIALS AND EXPENSES | | | |
| 25 | PRINTING | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | OFFICE SUPPLIES | | | |
| 29 | | | | |
| 30 | FOOD AND CLOTHING SUPPLIES | | | |
| 31 | | | | |
| 32 | MISCELLANEOUS SUPPLIES | | | |
| 33 | | | | |
| 34 | MOVEABLE EQUIPMENT | | | |
| 35 | | | | |
| 36 | BOOKS AND FILMS | | | |
| 37 | | | | |
| 38 | TOTAL MATERIALS AND EXPENSES | | | |
| 39 | | | | |

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## INFORMATION FOR 1976-1977 FINANCIAL AID

(Please Print or Type)

I. Club, Organization, or Unit ______________________________

II. Income Sources

| | 1975-76<br>Actual | 1976-77<br>Estimate |
|---|---|---|
| Dues | | |
| Projects | | |
| Others (Please List) | | |
| | | |
| | | |
| TOTAL | | |

III. Expenditures

Please list the 5 major expense areas incurred during the past year, and an estimate of their costs next year.

| | 1975-76<br>Actual | 1976-77<br>Estimate |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| Total of Others | | |
| GRAND TOTAL | | |

## BANK RECONCILIATION

Bank balance according to bank statement ______

Add: Additions by depositor not on bank statement ______

Bank errors ______ ______

______

Deduct: Deductions by depositor not on bank statement
(Checks outstanding)

______ ______

______ ______

______ ______

______ ______

______ ______

______ ______

______ ______

______ ______

______ ______ ______

Bank errors ______ ______

ADJUSTED BALANCE ______

---

Bank balance according to depositor's books ______

Add: Additions by bank not recorded in books ______

Book errors ______ ______

______

Deduct: Deductions by bank not recorded in books ______

Book errors ______ ______

ADJUSTED BALANCE ______

## CAREER DEVELOPMENT

### SESSION 13

### Management Plan For Fund Raising

**OBJECTIVES**

1. The student will understand the importance of completely organizing a fund raising project before beginning.
2. The student will participate in a fund raising activity.
3. The necessity of utilizing available talents in an organization will be realized.

**ACTIVITIES**

A. Read the enclosed "Management Plan For Fund Raising" handout.

B. Each student will select his role in a fund raising project that relates to their chosen career.

C. Set up a management plan for a fund raising activity.

D. Select a management team.

## CAREER DEVELOPMENT

### SESSION 14

### Choosing a Fund Raising Iten

**OBJECTIVES**

1. The student will reveiw all of the potential fund raising activities.
2. Keeping in mind the future careers of the students they will choose a fund raising project.
3. The students will learn to choose the most appropriate and effective promotional campaign.

**ACTIVITIES**

A. Reveiw the possible fund raising activities.

B. Discuss the potential of each activity in regard to the experience to be gained.

C. Select a fund raising activity.

D. Set a goal for the amount of funds to be collected.

E. Establish a promotional plan for selected activity.

# CAREER DEVELOPMENT

## SESSION 15

## Development of the Project

### OBJECTIVES

1. The students will make all final plans for the project to make the maximum profit.
2. Follow-up on assigned tasks is important in all functions.

### ACTIVITIES

A. Make final plans.

B. Apply sales techniques in carrying out fund raising project.

C. Follow-up on all tasks assigned.

# CAREER DEVELOPMENT

## SESSION 16

## Follow-Up And Evaluation Of The Project

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. The importance of an evaluation session for all important tasks and responsibilities will be seen. | A. Follow-up on all assigned tasks. |
| | B. Determine the profit realized through this campaign. |
| | C. Evaluate all aspects of the project. |

## COMMUNITY AWARENESS

### Course Outline

SESSION

1. ORIENTATION TO COURSE
2. CITY GOVERNMENT
3. CITY GOVERNMENT ISSUES
4. CIVIC PROJECT
5. STATE & FEDERAL GOVERNMENT
6. ORGANIZATIONAS & GOVERNMENT SYMBOLS
7. BUSINESS AND INDUSTRY ORGANIZATIONS

8.-9. COMMUNITY PROJECT.

10. SERVICE ORGANIZATIONS
11. CITIZENSHIP INVOLVEMENT IN NEED ORGANIZATIONS
12. YOUTH ORGANIZATIONS
13. SENIOR CITIZENS AND THE HANDICAPPED
14. RECREATIONAL ACTIVITIES
15. CULTURAL ACTIVITIES
16. STUDENT ORGANIZATIONS

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## STEPS IN ORGANIZING A LOCAL DECA CHAPTER

A. Determine the value of the DECA program to the individual members.
  1. It provides a means through which the student can:
    a. Meet business people on a professional level
    b. Develop and display leadership
    c. Help other individuals and the community
    d. Develop a mature, professional attitude
    e. Focus public attention on his or the chapter's accomplishments
  2. Of a more specific, material nature, it provides an opportunity for the individual student to:
    a. Develop and display leadership through participation in local, state and national activities
    b. Compete for the recognition and awards on local, state and national levels
    c. Be a member of an organization designed exclusively for those in Distributive Education

B. Discuss the history and development of the DECA program

C. Develop a temporary organization
  1. Temporary chairman
  2. Temporary secretary

D. If DECA is new in the school
  1. Find out school procedures for establishing a bona fide in-school student organization
  2. Appoint a committee to develop a constitution by which the DECA chapter will function

E. Organize a Chapter Advisory Board (may be the same committee that serves for the instructional program)

F. Discuss the characteristics of a good member

G. Discuss the characteristics of a good officer

H. Discuss the qualificiations and duties of each office

I. Collect, or get a firm commitment for collecting, all local, state, and national dues. (Student should pay dues before being allowed to exercise voting privileges)

J. If a new chapter, discuss the constitution, then vote on its acceptance

K. Elect officers

L. Instruct officers, individually, on what is expected of them

M. Hold an Executive Board (elected officers) meeting
  1. Discuss the responsibilities of the Working Groups
  2. Appoint Working Group Chairmen
  3. Delegate an Executive Board member to explain the duties and responsibilities to the Working Group Chairmen
  4. Discuss the duties and responsibilities of other group members

N. Submit an application for a DECA charter.

O. Working Groups take the responsibility for development of an activity program and budget.

P. Submit program of work and budget to membership for acceptance

Q Submit program of work and budget to the Advisory Board for approval

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# TIPS ON INTRODUCING A SPEAKER

Plan Wisely. The main points to be covered in an introductory speech are listed below. Make use of as many of them as are needed.

1. Reference to the occasion
2. Who the speaker is
3. Why he is important
4. Human-interest material about him
5. His subject
6. Its importance or significance
7. Anticipation of pleasure in listening to him
8. Presenting the speaker to the audience.

Act with Care. When you have introduced the speaker, it is customary for you to remain standing until the speaker has come forward and has acknowledged the introduction. It is also well to plan to thank the speaker briefly when he has finished, making some simple complimentary reference to his speech and expressing sincere gratitude for his speaking. Friendliness and sincerity are always in good taste.

Remember:

1. Arouse interest and curiosity in the speaker and his subject.
2. If the speaker is important, give sincere compliments; avoid flattery.
3. If the occasion is important, make specific reference to it.
4. If the topic is unusual, draw attention to it.
5. Get the facts straight about the speaker and the subject.
6. Pronounce his name correctly.
7. Don't discuss the speaker's subject at length.
8. Be friendly.
9. Be alert--welcome the speaker, introduce him, thank him, be a host.

# COMMUNITY AWARENESS

## SESSION 2

## City Government

### OBJECTIVES

1. The student will have an understanding of the titles and responsibilities of people in city government.
2. The student will be familiar with the function of city government.
3. The student will have an understanding of election procedures.

### ACTIVITIES

A. Guest speaker (City Council Member, Mayor, etc.).

B. Student speaker (Interview a person in city government and present the findings to the class).

C. Attend a City Council meeting-individual or group (Requirement during the semester).

D. Research the election procedure.

## COMMUNITY AWARENESS

### SESSION 3

### City Government

| OBJECTIVES | ACTIVITIES |
|---|---|
| 1. Current issues being discussed in city government will be understood. | A. Select a current issue from a recent newspaper and present this topic to the class. |
| | B. The student will select one topic that DECA could get involved in as a project. |
| | C. Debate a current city or school issue. |
| | D. Bring in proponents to debate both sides of an issue (video tape program). |

## COMMUNITY AWARENESS

### SESSION 4

### Civic Project

### OBJECTIVE

1. The student will select a civic project to be implemented.
2. Plans for the project will be developed.
3. The project will be implemented by the class.

### ACTIVITIES

A. Small group (Committee Work)

B. Report on a project undertaken by a service club, chamber of commerce, city council committee, business or trade association.

C. The class will develop ideas to be carried out by a service club, DECA chapter etc.

# COMMUNITY AWARENESS

## SESSION 5

## State & Federal Government

### OBJECTIVES

1. The student will have an understanding of how state and federal government functions.
2. The local representatives in state and federal government will be familiar to the students.

### ACTIVITIES

A. Lecture - discussion.

B. Guest Speaker.

C. Student Speaker.

D. The students will write to state or federal representative.

E. The student will follow through the legislative process of introducing a bill through its approval or disapproval.

F. Judicial process--Balance of Powers.

## COMMUNITY AWARENESS

### SESSION 6

### Organizational & Government Symbols

OBJECTIVES

1. The student will know the different symbols used by some of the popular organizations.
2. The student will thoroughly understand the DECA emblem, what it represents and how it is to be displayed.
3. Learn and practice the proper manuver to care for and respect the American Flag.
4. Know the significance of the state flag and what it looks like.

ACTIVITIES

A. Brainstorming session.

B. Lecture-discussion.

C. Demonstrate how to fold and display the American Flag.

D. Student speaker.

# COMMUNITY AWARENESS

## SESSION 7

## Business & Industry Organizations

### OBJECTIVES

1. The student will be familiar with different organizations available to the people involved in business or industry.
2. The goals of these organizations will be familiar to the students.
3. The student will understand the current issues of these organizations.

### ACTIVITIES

A. Guest speaker.

B. Student speaker.

C. Select a current issue that DECA could become involved in as a project.

D. Speaker from Small Business Association (SBA).

E. Business Organizational Spectacular.

## COMMUNITY AWARENESS

### SESSION 8

### Community Project

**OBJECTIVES**

1. The student will select a community issue that DECA could assist with by conducting a study.
2. A questionnaire for a community issue will be developed.
3. Methodology for conducting the study will be determined.
4. Prepare a news release to inform the public about the study to be conducted.

**ACTIVITIES**

A. Small groups.

B. Develop a questionnaire.

C. Prepare a news release.

# COMMUNITY AWARENESS

## SESSION 9

### Community Project

OBJECTIVES

1. Tabulate the questionnaire from the community project study.
2. Analyze and interpret the data collected.
3. Present the information in a written report.
4. Prepare a news release to inform the community of the results of the study.

ACTIVITIES

A. Small group (Committee work.)

B. Prepare a news release.

## COMMUNITY AWARENESS

### SESSION 10

### Service Organizations

**OBJECTIVES**

1. The term service organization will be understood by the students.
2. The types of service organizations and their goals will be familiar to the students.

**ACTIVITIES**

A. Guest Speaker.

B. Student Speaker.

C. Student interveiws with a member of a service organization.

D. Report to class your involvement in a service organization.

E. Joint participation with another service organization ex. bag lunch.

F. Service and Civic Organization Spectacular.

## COMMUNITY AWARENESS

### SESSION 11

### Citizenship Involvement In Need Organizations

**OBJECTIVES**

1. A description of organizations such as United Fund, March of Dimes, Heart Fund, etc, will be understood.
2. The student will understand the need of citizens and other organizations contributing funds to these organizations.

**ACTIVITIES**

A. Guest Speaker.

B. Student Speaker.

C. Develop a fund raising idea to assist one of these organizations.

D. Review ojbectives of a Foundation ex. Kohler, Franklin etc.

E. Analyze community organizations that contribute to community welfare.

F. Discuss criteria for allocating funds.

G. Case problem where classes spend scholarship funds on a project.

# COMMUNITY AWARENESS

## SESSION 12

## Youth Organizations

### OBJECTIVES

1. The students will become familiar with the goals of service youth organizations in the community (ex. Boy Scouts, Big Brothers, etc.)

### ACTIVITIES

A. Guest Speaker.

B. Student Speaker.

C. Small group discussion.

D. Research the screening of applicants and candidates for Big Brothers.

E. Participate in youth organization activity.

F. Self inventory of what students have done in youth organizations.

# COMMUNITY AWARENESS

## SESSION 13

## Senior Citizens and Handicapped

### OBJECTIVES

1. The student will understand the types and names of facilities available in the community for senior citizens and the handicapped.

2. The method of funding the institution will be understood (ex. Federal funds, state, local, private, etc.).

3. The student will develop a sense of appreciation for these people and the need for these facilities.

### ACTIVITIES

A. Guest speaker (Representative of American Association of Retired Persons--AARP).

B. Field Trip.

C. Student speaker.

D. Case Problem--You have X amount of dollars to spend for the disadvantaged person--How will you use the monies and justify the spending.

# COMMUNITY AWARENESS

## SESSION 14

## Recreational Activities

### OBJECTIVES

1. The types of recreational activities for the children and adults will be familiar to the students.
2. A knowledge of how to become a participant and the cost involved in each activity will be gained.

### ACTIVITIES

A. Guest Speaker.

B. Student Speaker.

C. Brainstorming Session.

D. Resource person from Summerfest discuss what is being accomplished.

E. Discuss recreational services in your community.

# COMMUNITY AWARENESS

## SESSION 15

## Cultural Activities

### OBJECTIVES

1. The types of cultural activities, where they are located, and the cost involved will be understood by the students.
2. The students will show evidence of participation in one cultural activity.

### ACTIVITIES

A. Guest Speaker.

B. Student Speaker.

C. Field Trip (Civic Center, Play, etc.)

D. Have AARP representative talk on "What Was".

E. Have individuals or group participate in a cultural event.

# COMMUNITY AWARENESS

## SESSION 16

## Student Organizations

### OBJECTIVES

1. The student will know the types of student organizations within the school systems (ex. FHA. FFA, OEA, DECA. FBLA, WHE, VICA, WACH, etc.).
2. The student will work in cooperation with other chapters toward common goals.

### ACTIVITIES

A. State Representative to talk on background and support of stc student organizations.

B. Small Group discussion.

C. Joint function with H.S. Chapter or with other post high school student organizations.

D. Guest speaker-Student Activities Coordinator (Responsibilities and Goals).

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